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ABSTRACT

The purpose of this study was to determine the nature and scope of equine education programs being offered in the colleges and universities throughout the country and the attitudes of specialists toward these programs. The paper is organized into five major categories: (1) introduction, statement of purpose, design and scope of the study, and definition of terms; (2) review of related literature on the growth of the horse industry, equine education for the general public, and current college equine education programs; (3) survey procedures; (4) presentation and interpretation of the data; and (5) summary, conclusions, and recommendations. A bibliography is included. Examples of the questionnaire and opinionnaire forms and list of participating universities are appended. (JD)

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# EQUINE EDUCATION PROGRAMS AND RELATED STUDIES AS FOUND IN COLLEGES AND UNIVERSITIES IN THE UNITED STATES

A thesis submitted in partial satisfaction of the requirements for the degree of Master of Arts in

Physical Education

by

Carol Louise Wright Parmenter

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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This book is dedicated to all of
my family, past and present, who have
given me support and encouragement throughout
the entire process called education.

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ABSTRACT

EQUINE EDUCATION PROGRAMS AND
RELATED STUDIES AS FOUND IN COLLEGES
AND UNIVERSITIES IN THE UNITED STATES

by

Carol Louise Wright Parmenter

Master of Arts in Physical Education

June 1978

This study was undertaken to determine the nature and scope of equine education programs being offered in the colleges and universities throughout the country and the attitudes of specialists toward these programs. The schools participating in this study were selected after an extensive review of college and university catalogs and previous knowledge of existing programs. Nation-wide representation was desired and obtained.

The questions used in both the questionnaire and opinionnaire were the result of a review of the literature, personal interviews with equine specialists and educators, and a professional interest by the investigator.

Each respondent was mailed a packet which included an explanatory letter, questionnaire or opinionnaire and a self-addressed, post-paid return envelope. Eight-six of the 95 schools contacted returned the questionnaire for a 91 percent return. Seven schools known for their extensive programs were sent opinionnaires and all were returned. The information received was then recorded and the data was tabulated.

Based on the responses received and within the limitations of the study, the following are a few of the major findings of this study:

Animal husbandry departments were responsible for more equine education programs than physical education departments.

Experience was the major criterion used in hiring the staff.

Less than one-half of the schools had a staff member holding certification from either the American Horse Shows Association or the National Association For Girls and Women in Sport

A large majority of respondents used letter grades in both activity and lecture classes.

Community, student and staff interest were primary factors in establishing riding programs.

Most equine education programs were relatively new (0-5 years in operation).

Balanced, hunt and stock seat were the styles of riding offered most frequently with most students receiving 1-2 hours of activity a week.

Farm management, training, nutrition and judging courses were taught most frequently but many new and innovative courses are

presently being taught.

Horse shows were the most common method used in raising monies.

The three most common problems encountered by equine education programs were adequate funding, obtaining suitable horses and facilities.

Most horses used were owned by the school and maintained on campus property.

A large majority of the respondents ranked their facilities as good or excellent.

On the basis of the findings and within the limitations of the study, it was concluded that there is a definite upswing in program quality and quantity due to increased interest. Equine education programs throughout the country are very diversified and yet are experiencing many of the same problems. It was also concluded that there was a consistency between the opinions of the experts and current practices in many of today's college programs.

# CHAPTER I

## INTRODUCTION

In recent years, colleges and universities have experienced an increased interest in the development of horsemanship programs. The rapid growth of the horse population, man's increased leisure time and the horses' compatibility with man have all helped in the development of this increased interest. As a result, many new programs are evolving throughout the country. It is the belief of this investigator that by examining and comparing various programs being used at this time, new insights into organized and effective programs will emerge. It is further hoped that the information compiled here will be of use in developing new programs and improving established curriculums.

### Statement of the Problem

Little research has been done in the field of equine education programs. This brings up a number of questions regarding the scope and quality of existing programs.

### Statement of the Purpose

It is the purpose of this study to determine the nature and scope of the varied horsemanship programs being offered and the attitudes of the specialists toward these programs. More specifically, this study will provide a means for determining:

1) The specific areas of course instruction.

2) The availability of equipment and horses.

3) The areas of possible improvement within the equine program.

4) The methods used in securing qualified instructors.

Design of the Study

A questionnaire (Appendix B) was designed and distributed to 95 colleges throughout the United States. According to a bulletin published by the American Horse Council and various other sources, these schools were thought to have some form of a horse program. An opinionnaire (Appendix C) was also submitted to seven colleges thought to have excellent horse programs. From the data received and reviewed, an identification was made of the many types of programs being offered, the problems being encountered, and a comparison with the model programs.

Scope and Limitations of the Study

A packet which included an explanatory letter (Appendix A), a questionnaire or opinionnaire, and a post-paid self-addressed return envelope was mailed to 102 colleges or universities throughout the United States. The questions included in both the questionnaire and opinionnaire were chosen as a result of personal conferences with physical education teachers, educators within various horse programs and a personal professional interest by the investigator. After both surveys were written, they were submitted to a jury for suggestions and evaluations.

The limitations of the study were: 1) the validity of the

"questionnaire-type"survey used as a research instrument; 2) the limited number of questions asked in order to facilitate a greater response; 3) the human factor of interpretation of the responses by the investigator; 4) the investigator's limited experience in research.

Assumptions

In order to conduct this survey, it was necessary to make the following assumptions: 1) that the questions used did provide some insight into the many different types of riding programs; 2) that all respondents to the survey would answer the questions carefully and honestly; 3) the survey questionnaire asked questions which provided enough information to adequately and properly evaluate attitudes toward present day programs and problems.

Definition of Terms

Activity class - Refers to any class in which the participants are actively involved in riding, training or care of the horse.

American Horse Council - A trade association collectively representing all horsemen's interests, commonly referred to as the A.H.C.

College - Any two or four year, public or private, accredited institution of higher learning.

Equine Education Program - All courses relating to actual riding and training techniques and those primarily concerned with the horse.

Lecture Class - An academic class involving any phase of

horse management.

National Association For Girls and Women in Sport - A division of the American Alliance of Health, Physical Education and Recreation, the advisory body of all sports activities.

Importance of the Study

Over the past twenty-five years, a tremendous growth has been observed in the areas of leisure time and its many uses. Horseback riding has become very popular and many programs have been developed. Riding is no longer merely a sport for the wealthy. More and more, appreciation for this sport appears in all economic groups.

At present, colleges are attempting to develop and improve their equine education programs. Through the help of many horse-oriented organizations, meaningful and successful programs are emerging. Several universities have well organized programs with new and innovative courses. Curricula have been developed in different ways and have used many methods to remain an integral part of the educational systems of individual colleges.

In order for colleges to improve or update their programs, the writer feels that we must know what is presently occuring throughout the country. By obtaining this information, we can begin to review and revise the courses now being offered. The same information will be valuable in establishing guidelines for new programs.

A final consideration is that this information could also begin to provide a means of communication between the teacher training institutions. the current equine programs and the horse industry at large.

Organization of the Chapters

This chapter was designed to inform the reader of the direction and importance of the study. Chapter II reviews the related literature that was available to the author. The procedures utilized in the design and execution of the study are described in Chapter III. Chapter IV reports and discusses the findings of the study and Chapter V summarizes the paper, states the conclusions and provides recommendations for further research.

## CHAPTER II

## REVIEW OF RELATED LITERATURE

The purpose of this research is to determine the nature and scope of the many riding programs being offered today at the college level. Also under consideration is the attitude of specialists toward these programs. More specifically, the study could help determine specific areas of instruction, availability of horses and equipment, areas of improvement desired within these programs and finally, the methods used in securing qualified instructors.

The review of the literature and previous research information available is presented in three major areas. The first area is concerned with the growth of the horse industry. The second area deals with equine education for the general public and the third area questions the need to examine current college equine education programs throughout the country.

### Growth of the Horse Industry

Horses have long since ceased to be man's primary mode of transportation, yet they are today making a remarkable comeback into his socity. In 1959, when automation had already taken over the horses' role in agriculture, horses numbered 4.5 million in the United States. That was the year the United States Department of

Agriculture took its last horse census and decided to discontinue counting heads. Since that time, a rapid growth has occured. In a recent fact sheet published by the American Horse Council (24), the horse population today was estimated to be 8.5 million. Approximately 80 percent of this population are owned for other than professional use. Further evidence of this increase is found by examining breed registries. In 1968, the 14 major breed registries recorded 139,105 foals. According to a survey by the American Horse Council (24), 211,991 foals were registered by these breed organizations in 1975, an increase of 52 percent over the 1968 figure.

Numbers of horses alone do not tell the story. The number of people involved with horses and horse-related businesses is also up sharply. According to the American Horse Council (24) and Dr. Ensminger (11), in 1975 there were 320,000 boys and girls in 4-H horse programs. This figure is up approximately 100,000 from 1965. In 1965, there were approximately 500 major horse shows held throughout the country, whereas in 1975, there were over 3,300 nationally sanctioned shows. Horse racing, for its 24th consecutive year, remained the number one spectator sport in 1975, with over 78.5 million people attending. This figure is up about 13 million from 1965. The monies involved with horse racing are also on a sharp increase. In 1964, approximately 4.5 billion dollars were wagered through the mutual windows with 350 million dollars in revenue for the states. Compare those figures with those of 1975. There was in excess of 581 million dollars in direct revenue to the states from the pari-mutual taxes on a 7.8 billion dollar handle.

In the United States, horses are financially a big business. It is estimated by the American Horse Council (24) that horse owners spend 7 billion dollars annually on feed, equipment, drugs, services and related items; 6 billion dollars is invested in horses and related assets and 2 billion dollars is invested in land and buildings. Interestingly enough, in a survey done by the International Arabian Horse Association (4), it was discovered that many owners of Arabian horses earn less than $10,000 a year and that perhaps 50 percent of the owners have annual incomes of less than $15,000.

In California, for example, the importance of the horse industry is very apparent. With its ideal weather conditions, the state has become a leader in the industry. In an article by Steve Werk, who recently served as show director for the International Arabian Horse Show Association, he discusses a few of the many varied programs (22).

> California has from 800,000 to 1 million horses bred with a rich history. The state has the nation's largest population and yet lots of room for doing everything on horseback from rodeo to racing. Racing is one of the leading segments of the California horse industry, with some of the finest tracks in the country offering the biggest purses..... Trail riding is a way of life in California. The state has the largest number of endurance, competitive and pleasure trail riders, who apparently find the activity a welcome relief from the show ring (22:79).

Werk also discusses several specific organizations and their activities. He states:

> One of the most unique groups in the state is the Pacific Coast Hunter, Jumper and Stock Horse Association. It was formed by professional trainers whose students compete in the toughest competition found anywhere. Another group is the California Reined Cow Horse Association, formed by modern cowboys to maintain the tradition of the famed reined cow horse. This association highlights its year with the $50,000 Snaffle Bit Futurity, open to all breeds (22:80).

Horse owners also have demonstrated a great concern for the

well-being of their animals. In a recent show sponsored by the San Fernando Arabian Horse Association, $80,000 was raised for various forms of equine research. Another excellent example is the Rides for Research sponsored by the Morris Animal Foundation of Denver, Colorado. Held annually, riders all over the country solicit pledges from sponsors for various amounts of money per mile ridden. This program has been in operation for only two years and yet has raised $70,000 to be used strictly for research (5).

## Equine Education for the General Public

Today more than ever, the horse industry needs to work in cooperation with many varied organizations in promoting informative and innovative educational programs. With many novice horsemen becoming involved, it is imperative that such programs are developed.

The governing body of most major horse events is the American Horse Shows Association. Their constitution and more specifically their objectives emphasize educating the public as highly important. These objectives are as follows:

1) To educate and inform the public by publishing a newspaper, magazine, rule book and other educational pamphlets on the various phases of the equestrian sport.

2) To educate and inform the public by producing and having available for distribution educational films on equitation, breeds of horses and ponies and the general conduct of showing.

3) To sponsor educational clinics and forums (3:25).

Another highly regarded organization is the American Horse Council. Founded in 1969, it was established to fill a vast void in the horse industry. Its aims are to educate and advise the public and

serve as a liaison with government and international agencies. Its goals are:

1) To coordinate the industry's tax efforts.
2) To provide and disseminate tax information to horsemen.
3) To encourage cooperation between government and industry.
4) To insure continuing funds for research and control programs.
5) To promote scientific and economic research.
6) To monitor international developments.
7) To maintain contact with government agencies.
8) To provide legislative liaison.
9) To inform members of industry activities.
10) To provide a means of strength through unity (29).

The California Horse Council, an affiliate member of the American Horse Council, was established in 1974 to further improve leadership and communication among horsemen with the state. The Council was designed to aid members by support, guidance, representation, developmental clinics, bulletins, newsletters and educational materials (28).

One of the most informative and well-run programs statewide is the California Livestock Symposium held annually in May. Although there are sections on beef and dairy cattle, sheep and swine, the horse section has by far the largest number of spectators, averaging 3,000 people annually. The symposium is regarded as highly informative and its objectives state the need to educate the public.

> Throughout history, the versatile horse has met the many demands that man has placed upon it ---- food, power, transportation, recreation, and emotional fulfillment. During the course of its services to man, the horse has adapted from free roaming

> conditions to being kept under close confinement conditions where the emphasis on the type of service has continually changed. In our modern society, most horses are kept under close confinement conditions and are expected to meet the demands for a highly trained athletic performance. This requires horsemen to pay close attention to the finer points of the horse's care and training. Our objective is to provide a better understanding of the care, training and management of horses so that we may optimize their well being and increase our enjoyment of being horsemen (25:10).

One of the groups most active in educating youths is the 4-H Club. Its program appeals to and deals mainly with the youngster who usually owns one horse, enjoys riding for pleasure and competes only occasionally. In 1976, there were 300,000 youngsters throughout the nation involved in 4-H horse projects. This is a slight decrease from the high in 1973 and 1974, but national leaders feel the program should stabilize and remain about 300,000 for the next three to five years.

This program has a tremendous impact on the horse industry. It attracts many first-time horseowners, whose animals represent all breeds and whose interests vary across the spectrum of horse-related activities. The 4-H program is serviced nationally by the United States Department of Agriculture Extension Service and locally by extension agricultural agents. It therefore has sufficient manpower to provide many youngsters with the chance to learn. Its program involves all phases of horse ownership (17:22).

The many breed registries also have extensive educational programs. Geared primarily for youths, these programs are instructional for all age levels. An excellent example is the International Arabian Horse Association and its many youth projects. Team judging projects, for instance, are highly competitive and serve a dual purpose.

The youth committee chairman, Carol Zaepfel explains it this way:

> Our judging program does provide the breed judges for the future, but it also works to help future buyers. There is a particular need for this due to the price of an Arabian horse. Too many people are getting into the market by paying so much money when they aren't that well educated on the qualities of a good Arabian. Since the kids are our future breeders, the judging program should help improve the quality of the breed (17:24).

Numerous other breed associations also have extensive educational programs geared toward youths or other novice horseowners. Both the Morgan Horse Foundation and the Appaloosa Horse Club have extremely active programs and disseminate a great deal of information. Their objectives are to educate the breeders, judges and horsemen of the future.

Quite clearly, the horse industry is beginning to assume its responsibility to the general public. By providing this service, the industry is serving a dual purpose. First, it is involving more and more people with its efforts and second, it is educating the public.

## The Need to Examine Current Equine Education Programs

In questioning the need to investigate equine education programs, it is important to realize that equine education is only a very small portion of education in general.

Physical educators Bucher, Koenig and Barnhard state:

> Education is changing rapidly in a changing society. Physical education should also be changing if it is to keep abreast of the times. It should not change for change itself but because we are living in a different world where the student, the teacher, the learning process, and the materials for teaching are also changing (1:v).

Bucher, in explaining a ten-point program for further study of physical education, claims:

> .....as a profession we need to study our present programs and practices and determine if we are meeting our students needs and keeping up with the times (7:26).

Both of these statements are directly applicable to our present equine education programs.

As leisure time increases for many, the role of the horse has become increasingly important. With more people riding, it becomes imperative that as educators we are aware of students needs and desires.

Claire Parker, horsewoman and judge for the NAGWS-DMA National Riding Committee, states:

> Look at your students, study the reason each is taking riding, and stay aware of her feelings. Take your students' pulse now and then, and work accordingly (15:81).

Parker summed up the importance of the instructor's role in maintaining an exciting and active program when she said:

> Instructors should maintain an active interest in riding. They should ride as much as possible, but more important, they should study riding. Riding has changed a great deal over the years, and it is fun and meaningful to read, discuss, and compare techniques and methods. To maintain enthusiasm, visit other schools, camps, or private programs, meet the instructors, and learn from each what he or she has to offer. Have clinics or meetings at home as well as attend those held elsewhere. Have guest instructors come in as often as possible. This can be a real boost to our students, programs and ourselves (15:81).

By examining present horse programs, innovative curricula and new programs will have a better chance at success. Also, better communications and organization within the equine and educational fields would aid in formulating more successful riding programs. In a study done by Carter (9), she states this position:

> Problems such as lack of directives to develop course outlines and finding qualified instructors are evident when one tries to establish riding programs in colleges and universities. It is the author's contention that there is a need for better organization and communication in the area of riding in order to eliminate, or at least decrease, the questions and problems that have developed (9:82).

Further, she discusses problems encountered by students when they desire to attend a school offering equine courses.

> Students interested in attending schools that offer riding have difficulty locating these schools. For instance, a recent issue of a popular horse magazine has a letter to the editor asking for assistance in locating schools offering horsemanship courses. The reply indicated that there was no way to supply this information (9:82).

Yet the trend today is toward colleges and universities adding or expanding their horse programs to provide for an increasing student interest in this area. Rogers points out:

> Youngsters' interest in horses has led many to decide on careers in the horse industry, and this means colleges and universities must provide education in this area. Each year, colleges from coast to coast are expanding or adding horse courses to their schedules. There are at least 95 colleges and universities offering some type of courses in horsemanship or horse science (17:26).

Ensminger, a distinguished professor and author in animal science, investigated the educational role within the rapid growth of the industry. This was done by conducting a survey recording changes over a 20-year period from 1948 to 1968 in colleges and universities. In summary, it noted several significant points.

1) The average number of horses in college herds increased approximately 2.5 times whereas the number of students involved with horse courses increased 7.5 times.

2) The average credit hours taught increased 4.5 times and yet the average number of full-time teaching staff increased only 3 times (27:39-41).

Ensminger was aware of the limitations of the study and yet

the number and quality of responses were sufficient to reflect trends. The data was significant for two reasons:

1) It was the best, if not the only, information of its kind presently available.

2) It was hoped that it would stimulate further research along these lines (27:38).

## Summary

This chapter has reviewed some of the limited amount of related literature and research completed in the areas of equine education with regard to: 1) the growth of the horse industry, 2) equine education for the general public, and 3) the need to investigate current college equine education programs throughout the country.

# CHAPTER III

# PROCEDURES

The purpose of this investigation was to determine the scope and nature of the varied equine education programs being offered at the college level and the attitudes of the specialists toward these programs. This chapter will present the procedure utilized in designing the questionnaire and opinionnaire and the process involved in conducting the survey. The major areas of emphasis are: 1) the initial investigation; 2) the design and validity of the instrument; 3) the presentation of the questionnaire and opinionnaire, and 4) the survey procedure.

## Initial Investigation

The selection of areas to be examined by the instrument and the questions was developed from: 1) personal interviews with physical educators and professional horsemen; 2) areas of personal and professional concern to the author; 3) review of the related studies previously conducted, and 4) a pilot study.

## Design and Validity of the Instrument

### Refinement of the Questionnaire and Opinionnaire

After the initial statements and questions to be used in the

questionnaire and opinionnaire were formulated, they were sent to a jury of experts for critical evaluation. The jury was composed of educators and horsemen (Appendix E). These people were chosen based on their backgrounds in questionnaire design or their familiarity with the intent of this investigation.

The questions were then presented on March 1, 1977 to a group of professors and graduate and undergraduate students in a colloquium at California State University, Northridge. The comments resulting from the colloquium were also utilized in the refinement of the instrument. The revised survey was then presented to the jury of experts as a pilot study and was the subject of further discussion with that group.

After final revisions, a packet, which included a cover letter (Appendix A) and the survey questionnaire (Appendix B), was sent to 95 colleges or universities. These were mailed on April 20, 1977 along with a self-addressed, post-paid return envelope. At the same time, a packet containing a cover letter (Appendix A) and a survey opinionnaire (Appendix C) was sent, also with a post-paid, self-addressed return envelope, to seven colleges or universities thought to have excellent horse programs.

## Formation of the Questionnaire

The survey was divided into five major categories. Part I dealt with personal background and professional preparation in general. Part II was designed to determine various teaching procedures. Part III was concerned with specific programs and their many offerings.

Part IV dealt with obtaining horses and equipment. Part V was designed to determine the availability and condition of various plant facilities. All answers were obtained through short-answer or multiple-choice responses.

Part I - Staff. The information in this section was gathered to determine which departments were designated as responsible for equine education programs. The number of instructors assigned specifically to equine education and their respective teaching credentials was also examined.

Part II - Teaching Procedures. This section questioned departmental objectives, grading of classes and the location of riding classes.

Part III - Program. This section was primarily concerned with the formation of the program and its present course offerings. Class size and skill grouping were another area of interest. The respondents were given the opportunity to express any personal opinions about additional courses or to any other type of change they might wish to see within their program.

Part IV - Horses and Equipment. Of primary interest here was how many horses are used, what types of horses are being used and how they are obtained for use in the program. Here again, the method of response was short-answer and multiple-choice.

Part V - Plant Facilities. The information gathered here dealt with the facilities and acreage available to the program. The respondents were then asked to rank from excellent to poor the facilities available for their use.

Finally, an open-ended question asked the respondents to make any significant comments or suggestions which might prove helpful to this study.

## Formation of the Opinionnaire

The opinionnaire was divided into the same five major categories. The purpose of the opinionnaire was to determine attitudes toward these areas of the seven colleges and universities known to have extensive programs prior to the investigation.

Part I - Staff. In this section, information was sought about staffing and hiring criteria. An opinion was desired from the seven schools as to which department or departments should be responsible for the equine program and what they would consider an adequate number of staff members.

Part II - Teaching Procedures. Once again, an opinion was sought as to departmental objectives and the best method of grading.

Part III - Program. The information gathered here from the respondents was concerned with the formation of their programs, class size, length of class time per week and the most adequate style of riding to teach beginners. An opinion was sought on the types of classes being offered, the most successful means of fund raising and the provision of adequate liability insurance.

Varying slightly from the questionnaire, the opinionnaire then asked the respondents to indicate by short-answer method the most common problems encountered when first beginning a program and problems facing the established program.

Part IV - Horses and Equipment. This section investigated the most adequate methods for obtaining and maintaining horses and acquiring equipment. Also, the respondents were asked to identify suitable breeds of horses for a program.

Part V - Plant Facilities. The information gathered here dealt with ranking available facilities and listing essential facilities for a riding program. The respondents were also questioned about the necessity of pasture space to a successful program.

The opinionnaire was also open-ended and asked the respondent for significant comments or suggestions which might prove helpful to the study.

## Survey Procedure

### Selection of Schools

The name and location of the colleges and universities to be included in the study were obtained from several sources.

1) A pamphlet was published by the American Horse Council in 1975 listing colleges and universities that offered equine courses at that time.
2) Trade magazines which advertised horse programs at the college level.
3) Personal knowledge of the investigator that a program did exist.
4) An article entitled "Colleges and Universities Offering Riding Courses" in the 1970-1972 D.G.W.S. Archery-Riding Guide.

A representative sampling from all of the continental United

States was desired, therefore some schools were omitted from the list in order to keep state representation fairly equal. It should be noted, however, that some areas of the country had numerous schools offering riding while others had very few.

Subject Registration

Each questionnaire and opinionnaire provided a space for the name of the school, location and current school enrollment. A master list was then compiled. When the survey was returned, the results were tabulated and recorded on the master list. This method was utilized to determine accurately which of the schools had not returned the questionnaire or opinionnaire thus facilitating follow-up by the investigator.

The Packet

In addition to the questionnaire or opinionnaire, a cover letter describing the purpose of the study and a self-addressed, post-paid return envelope were included in the packet. These items were included so the respondents would have a better understanding of the importance of the study and to facilitate the return of either the questionnaire or opinionnaire.

Distribution

On April 21, 1977, a total of 102 packets were mailed, 95 which contained questionnaires and seven which contained opinionnaires. The respondents were asked in the introductory letter to return the survey by May 6, 1977.

Follow-up Letter

By May 20, 1977, 60 schools had returned the questionnaire and

four schools had returned the opinionnaire for a total of 64 responses.

In an attempt to increase the number of responses, 38 follow-up letters were mailed on May 20, 1977. The follow-up packet contained a follow-up cover letter (Appendix D) emphasizing the importance of the return, a second questionnaire or opinionnaire depending on the school and a self-addressed, post-paid return envelope. This procedure resulted in the return of 26 more questionnaires and three opinionnaires.

Treatment of the Data

The information received from each respondent was recorded onto a master file card by questions. Then the total number of responses to each question was determined and tabulated. Explanations offered by each respondent were also listed on the appropriate card. Once all the questionnaires and opinnaires were received, a table was constructed for each question giving all replies offered by each responding school. Depending on the nature of the question, one or more of the following results were obtained:

1) Frequency of response
2) Percentage of response
3) Computation of the mean

Computations of the data were placed in three categories: 1) responses from the questionnaire; 2) responses from the opinionnaire; and, 3) a comparison of the responses from the two surveys.

Summary

This chapter has presented the design used to gather the information required to conduct this study. It presented an overview

of the procedure utilized in the construction and refinement of the questionnaire and opinionnaire. The selection of schools, distribution and collection of the surveys were explained. Finally, the procedures utilized in evaluating the data were discussed.

# CHAPTER IV

# PRESENTATION AND DISCUSSION OF THE DATA

The purpose of this study was to determine the scope and nature of the varied equine education programs being offered at the college level and the attitudes of the specialists toward these programs. This chapter reports and discusses the findings of the study.

## Response to the Survey

On July 1, 1977, the collection of the data was terminated. At that time, 86 of the 95 questionnaires (91 percent) that had been mailed out were returned. All seven opinionnaires were also returned.

Some of the respondents failed to complete all of the questions and misinterpreted others, therefore, percentages were utilized in this chapter to more accurately reflect the data. Because many questions solicited multiple answers, percentages sometimes exceeded 100 percent.

The presentation of the data is broken down into five sections: I) Staff, II) Teaching Procedures, III) Program, IV) Horses and Equipment, and V) Plant Facilities.

Section I. Staff

The purpose of Section I was to examine the numbers and qualifications of the staff and the hiring procedures utilized in obtaining qualified instructors. Another area of concern was placement of the equine education program.

Section I. Question 1.

The first question was designed to determine which departments offered courses relating to the equine program. The responses available were Physical Education, Animal Husbandry, Recreation and "Other".

Questionnaire

Table 1 shows that of the 65 questionnaire respondents, there were 31 (48 percent) which indicated that only the Animal Husbandry department offered equine courses and 14 (22 percent) stated that the Physical Education department only offered courses. Nineteen responses (29 percent) listed "Other" departments as being responsible for the equine program. It is significant to note that three schools had their own department for the equine education program entitled Equestrian Studies.

Opinionnaire

These results, also shown in Table 1, indicated that two respondents felt that the Animal Husbandry department should maintain the program while one respondent felt that the Physical Education department should handle the equine education program. There were two responses for an Equestrian Studies department while two other respondents felt the program should be in both Physical Education and

Animal Husbandry.

Table 1

SPECIFIC DEPARTMENTS OFFERING EQUINE EDUCATION COURSES

| Questionnaire | N = 65 | | Opinionnaire | N = 7 | |
|---|---|---|---|---|---|
| Department | No. | % | Department | No. | % |
| A) Physical Education | 14 | 22 | A) Physical Education | 1 | 14 |
| B) Recreation | 1 | 1 | B) Recreation | 0 | 0 |
| C) Animal Husbandry | 31 | 48 | C) Animal Husbandry | 2 | 28 |
| D) Other* | 19 | 29 | D) Other* | 4 | 57 |
| * 1. Combination P.E. and A.H. (10) | | | * 1. Equestrian Studies Department (2) | | |
| 2. Part of the Vocational Department (3) | | | 2. Combination P.E. and A.H. (2) | | |
| 3. Agriculture (3) | | | | | |
| 4. Equestrian Studies (3) | | | | | |

Note: 1) Several schools in both surveys had their own departments.
2) Several schools had courses in more than one department.

Section I. Question 2

The purpose of this question was to determine the average number of staff employed both full-time and part-time by the various schools.

Questionnaire

For the 57 schools responding to the questionnaire, the range was from one to six persons for both full-time and part-time

employees. The average for full-time employees was 1.2, while the part-time employee average was 1.3. The results of this question are shown in Table 2.

Opinionnaire

For the seven respondents to the opinionnaire, there was a range of two to seven full-time employees with an average of 3.2. For part-time employees the range was 1-2 persons and the average was 1.2. The opinionnaire also asked how many instructors were needed to operate a program. One respondent indicated that the number of instructors was dependent upon the number of students. A comparison of the opinionnaire and the questionnaire is shown in Table 2.

Table 2

NUMBER OF FULL OR PART-TIME STAFF
IN THE RIDING PROGRAM

| Questionnaire | | N = 57 | | Opinionnaire | | N = 7 | |
|---|---|---|---|---|---|---|---|
| | No. | Range | Ave | | No. | Range | Ave |
| Full-time | 69 | 1-6 | 1.2 | Full-time | 19 | 2-7 | 3.2 |
| Part-time | 75 | 1-6 | 1.3 | Part-time | 6 | 1-2 | 1.2 |

Section I. Question 3

An attempt was made in this question to determine what types of degrees were held by those employed in the equine education field.

Questionnaire

Table 3 shows that 22 (19 percent) of the 117 respondents held

degrees in Physical Education with a majority of those being Bachelors degrees. Fifty-nine (50 percent) held degrees in Animal Husbandry with a majority of those being Masters degrees. Only five of the respondents (4 percent) held degrees in Recreation. Of significance were the 31 (27 percent) responses listed under "Other". These answers are shown in Table 3.

Opinionnaire

The opinionnaire showed four responses (57 percent) in Physical Education, three responses (43 percent) in Animal Husbandry, two responses (28 percent) each for Recreation and "Other". The "Other" responses indicated that only a college degree was required in order to teach at that particular institution. The three responses given in Animal Husbandry were all Ph.D. degrees. All of the results are shown in Table 3.

Section I. Question 4

This question dealt with the criteria that is used or should be used in hiring staff for the riding program. Table 4 shows that experience, by far, was the most important factor.

Questionnaire

As shown in Table 4, there were 58 responses to this question and 56(96 percent) listed riding experience as an important criterion for hiring. Nineteen (33 percent) felt an M.S. degree in Animal Husbandry was important and 13 (22 percent) suggested a B.S. in Animal Husbandry. A Bachelors degree in Education received six (10 percent) responses and a Masters degree in Education received two (3 percent) responses. There were no responses for a degree in

Table 3

DEGREES HELD BY THOSE TEACHING
COURSES IN THE EQUINE PROGRAM

| Questionnaire | | N = 64 | | Opinionnaire | | N = 7 | |
|---|---|---|---|---|---|---|---|
| | No. | Total | % | | No. | Total | % |
| A) Physical Education | | | | A) Physical Education | | | |
| B.A. | 14 | | | B.A. | 1 | | |
| M.A. | 8 | 22 | 19 | M.A. | 2 | 4 | 57 |
| Ph.D. | 0 | | | Ph.D. | 1 | | |
| B) Animal Husbandry | | | | B) Animal Husbandry | | | |
| B.A. | 20 | | | B.A. | 0 | | |
| M.A. | 24 | 59 | 50 | M.A. | 0 | 3 | 43 |
| Ph.D. | 15 | | | Ph.D. | 3 | | |
| C) Recreation | | | | C) Recreation | | | |
| B.A. | 4 | | | B.A. | 0 | | |
| M.A. | 1 | 5 | 4 | M.A. | 1 | 2 | 28 |
| Ph.D. | 0 | | | Ph.D. | 1 | | |
| D) Other* | | 31 | 27 | D) Other | | | |
| | | | | College Degree | 2 | | 28 |

* 1. No college degree (5)

2. Teaching certification in equitation (4)

3. B.A. - no special area (3)

4. B.S. - working toward Masters (2)

5. Vocational Education (2)

Table 3 (continued)

6. D.V.M. (2)
7. Hired because they own the stable (2)
8. B.A. in Elementary Education (2)
9. Student has completed program at that institution (1)
10. A.A. degree (1)
11. Associate degree (1)
12. M.A. in Sociology (1)
13. B.A. in Biology (1)
14. French degree (1)
15. M.A. in Speech Communication (1)
16. B.A. in Psychology (1)
17. B.S. in Equestrian Studies (1)

Recreation and seven (12 percent) listed "Other" responses.

Opinionnaire

The opinionnaire was also in agreement that experience was highly important. All seven felt that riding and teaching experience should be a criterion used in hiring. A Masters degree in Animal Husbandry was suggested by two respondents (28 percent) with a Bachelors in Animal Husbandry and Education, and a Masters in Education each receiving one response. The results of the opinionnaire are found in Table 4.

Table 4

CRITERIA USED TO HIRE STAFF

| Questionnaire | N = 58 | | Opinionnaire | N = 7 | |
|---|---|---|---|---|---|
| | No. | % | | No. | % |
| A) Experience | 56 | 96 | A) Experience | 7 | 100 |
| B) B.A. - Education | 6 | 10 | B) B.A. - Education | 1 | 14 |
| C) B.S. - Animal Husbandry | 13 | 22 | C) B.S. - Animal Husbandry | 1 | 14 |
| D) M.A. - Education | 2 | 3 | D) M.A. - Education | 1 | 14 |
| E) M.S. - Animal Husbandry | 19 | 33 | E) M.S. - Animal Husbandry | 2 | 29 |
| F) B.A. - Recreation | 0 | 0 | F) B.A. - Recreation | 1 | 14 |
| G) Other* | 7 | 12 | | | |

* 1. Ph.D. in Animal Science (3)

2. Require a B.S. (2)

3. Private Institution Credential (2)

Section I. Question 5

This question was designed to determine the number of staff members who were certified by either the American Horse Shows Association or the National Association For Girls and Women in Sport. These organizations represented both the horse industry and higher education.

Questionnaire

Thirty-eight respondents (58 percent) stated that there was no one on the staff who held any of the listed certifications. The 27

remaining schools indicated 21 responses (32 percent) for a Judges License, 14 responses (21 percent) for a Stewards License and eight (12 percent) responses for a Riding Rating. One respondent indicated that one staff member held an Assistant Instructors Certification from the British Horse Society. All of the results are shown in Table 5.

Table 5

CERTIFICATION OF STAFF MEMBERS

| Questionnaire | N = 65 | | Opinionnaire | N = 7 | |
|---|---|---|---|---|---|
| | No. | % | | No. | % |
| N.A.G.W.S. Rating | 8 | 12 | N.A.G.W.S. Rating | 0 | 0 |
| A.H.S.A. Stewards License | 14 | 21 | A.H.S.A. Stewards License | 1 | 14 |
| A.H.S.A. Judges License | 21 | 32 | A.H.S.A. Judges License | 6 | 85 |
| None | 38 | 58 | None | 2 | 28 |
| Other* | | | Other* | | |
| * 1. Assistant Instructor British Horse Society (1) | | | * 1. A.Q.H.A. or other breed association Judges License (2) | | |

Opinionnaire

Table 5 shows that there were seven responses for some type of certification. There were six responses for a Judges License, one response for a Stewards License and no response for a Riding Rating. Two colleges indicated that no staff member held any of the listed certifications. The opinionnaire also indicated that two individuals

held various breed association Judges Licenses.

Section I. Question 6

Opinionnaire Only

This question asked if the respondents felt that any of the previously mentioned certifications were an aid in their teaching program. All seven of the respondents answered "yes" to the question. Also, within the same question, the respondents were asked why they felt these various certifications were an asset to their program. Their comments are listed below.

1) Professional association provides a method of remaining current as to teaching techniques, etc.

2) Proven expertise.

3) One cannot teach effectively without knowing current industry trends. What better way of keeping up with the trends than judging and attending seminars.

4) Good public relations.

Section I. Question 6

Questionnaire

An attempt was made to determine what the average number of years of teaching experience in the horse program of the riding staff was as a group. Of the 70 responses, 23 (33 percent) indicated an average of 1-5 years, 17 (24 percent) an average of 6-10 years, 10 (14 percent) an average of 11-15 years, and 20 (28 percent) responded 16 or more years. The results of this question are found in Table 6.

Table 6

AVERAGE NUMBER OF YEARS OF TEACHING EXPERIENCE

Questionnaire Only

N = 70

| Years | No. | % |
|---|---|---|
| A) 1-5 | 23 | 33 |
| B) 6-10 | 17 | 24 |
| C) 11-15 | 10 | 14 |
| D) 16 or more | 20 | 28 |

Section II. Teaching Procedures

This section used three questions in examining the area of teaching procedures. The questions dealt with departmental objectives, methods of grading, and location of classes.

Section II. Question 1

This first question asked if specific departmental objectives were outlines for each course. An overwhelming majority stated that departmental objectives for each course did exist.

Questionnaire

Of the 63 responses to this question, 59 (94 percent) of the schools had departmental objectives for each course. Four (6 percent) of the respondents did not have departmental objectives. See Table 7.

Opinionnaire

The opinionnaire asked the specialists if they felt that departmental objectives should be outlines for each course. Table 7

shows all seven respondents answered "Yes" to this question.

Table 7

SPECIFIC DEPARTMENTAL OBJECTIVES

| Questionnaire | N = 63 | | Opinionnaire | N = 7 | |
|---|---|---|---|---|---|
| | No. | % | | No. | % |
| Yes | 59 | 94 | Yes | 7 | 100 |
| No | 4 | 6 | No | 0 | 0 |

Section II. Question 2

The purpose of question two was to determine what forms of grading were presently being used and which seemed to be the most successful.

Questionnaire

Table 8 shows that the method of grading most frequently used was the letter grades A,B,C,D and Fail. In discussing the grading methods used in the activity classes, there were 47 responses (74 percent) for the "letter grade", "pass-fail" and "credit-no credit" each received five responses (8 percent) and "A-pass-fail" received one response. In the lecture classes, the most common form again was "letter grades" with 45 respondents (72 percent), two specified "credit-no credit" and one used "A-pass-fail".

Opinionnaire

One respondent failed to answer the activity class section. The six other respondents listed letter grades as the most successful

method of grading. In the lecture class section, all seven respondents stated that letter grades A,B,C,D and Fail were the preferred method of grading. The results are shown in Table 8.

Table 8

METHODS OF GRADING

| Questionnaire | N = 63 | | Opinionnaire | N = 7 | |
|---|---|---|---|---|---|
| | No. | % | | No. | % |
| Activity Class | | | Activity Class | | |
| A) A-Pass-Fail | 1 | 1 | A) A-Pass-Fail | 0 | 0 |
| B) Pass-Fail | 5 | 8 | B) Pass-Fail | 0 | 0 |
| C) Credit-No Credit | 5 | 8 | C) Credit-No Credit | 0 | 0 |
| D) Letter Grades | 47 | 74 | D) Letter Grades | 6 | 86 |
| E) No Answer | 5 | 8 | E) No Answer | 1 | 14 |
| | N = 62 | | | N = 7 | |
| Lecture Class | | | Lecture Class | | |
| A) A-Pass-Fail | 1 | 1 | A) A-Pass-Fail | 0 | 0 |
| B) Pass-Fail | 0 | 1 | B) Pass-Fail | 0 | 0 |
| C) Credit-No Credit | 2 | 3 | C) Credit-No Credit | 0 | 0 |
| D) Letter Grades | 45 | 72 | D) Letter Grades | 7 | 100 |
| E) No Answer | 14 | 23 | E) No Answer | 0 | 0 |

Section II. Question 3

Questionnaire

The purpose of this question was to determine where many of the riding classes were being conducted. Several of the respondents gave multiple answers. Thirty-nine (63 percent) of the respondents indicated that the programs were held on campus, four (6 percent) indicated classes were conducted at a private home, and 11 (18 percent) showed classes were being held at public stables. All of the results are shown in Table 9.

Table 9

LOCATION OF RIDING CLASSES

Questionnaire Only

| | N = 62 | |
|---|---|---|
| Location | No. | % |
| A) On Campus | 39 | 63 |
| B) Private Home | 4 | 6 |
| C) Public Stable | 11 | 18 |
| D) Other | | |
| 1. Horse Center | 3 | 5 |
| 2. University Farms | 5 | 8 |
| 3. Area Schools | 1 | 2 |

Section III. Program

The purpose of this section was to examine the many varied programs and what they offered to the students. Program formation,

class size, length of classes, types of classes, fund-raising programs and desirable program changes were of primary importance. Note that each question is carefully labeled questionnaire or opinionnaire only if it is specific to either survey. Also, the number of the question is given for both the questionnaire and the opinionnaire as they may not coincide.

Section III. Question 1

The purpose of question one was to determine how the equine education programs were first developed.

Questionnaire

With 61 schools responding, 37 (67 percent) stated that community and student interest was an important factor and 33 (54 percent) felt that experienced and interested staff members were an important consideration. Private donations received 10 responses (16 percent). Eight respondents (13 percent) stated that the schools were state-funded universities and the six "Other" replies represented 10 percent. See Table 10.

Opinionnaire

The results of the opinionnaire revealed that three (43 percent) of the respondents felt that community and student interest was an important factor in the early beginnings of their program. Three (43 percent) listed experienced and interested staff as a determining factor with two responses (28 percent) indicating private donation. One respondent stated that their program was started in order to increase enrollment. The results of question one are found in Table 10.

Table 10

FACTORS RELATED TO HOW PROGRAMS WERE INITIATED

| Questionnaire | N = 61 | | Opinionnaire | N = 7 | |
|---|---|---|---|---|---|
| | No. | % | | No. | % |
| A) Private Donation | 10 | 16 | A) Private Donation | 2 | 28 |
| B) Community and Student Interest | 37 | 61 | B) Community and Student Interest | 3 | 43 |
| C) Experienced and Interested Staff | 33 | 54 | C) Experienced and Interested Staff | 3 | 43 |
| D) Other* | 14 | 23 | D) Other* | 1 | 14 |
| * 1. State-funded college (8) | | | * 1. Enrollment Increase (1) | | |
| 2. Demand of the industry (2) | | | | | |
| 3. Method of increasing enrollment (1) | | | | | |
| 4. Facilities built with a B.S. in mind (1) | | | | | |
| 5. Program being established now (1) | | | | | |
| 6. Private business (1) | | | | | |

Section III. Question 2

This question was concerned primarily with the length of time each particular equine education program had been in operation. The opinionnaire also asked the respondents feelings on approximately how long it takes to organize a program into successful operation.

Questionnaire

Of the 60 respondents, 22 (37 percent) indicated that their

programs had been in operation 5 years or less, 14 (23 percent) responded 6-10 years, 8 (13 percent) 11-15 years and 13 (22 percent) responses were in the 16-50 year bracket. Three of the respondents (5 percent) stated that their programs had been in operation over 50 years. The results of the question are shown in Table 11.

Opinionnaire

Question two of the opinionnaire was in two parts. First, the respondents were asked the length of time needed to get a program in operation, and secondly, how long there had been a program at that particular institution.

With regard to the first question, there were five responses to the question and the answers ranged from two to ten years with the average being approximately five years. Of the seven responses to the number of years the program had been operating, there were two in the 50 year or more category, three in the 16-50 year category and one each for the 0-5 and 6-10 year categories. The results of this question are found in Table 11.

Section III. Question 3

Question number three asked the respondents about class size. The question was divided into two major sections, the activity class and the lecture class.

Questionnaire

For the activity classes the data was categorized as follows: A) 0-4 students, B) 5-10 students, C) 11-15 students and D) 16 or more. There were 60 responses to this question. Twenty-four (41 percent) stated that there were 16 or more students in an activity class,

Table 11

NUMBER OF YEARS THE PROGRAM
HAS BEEN IN OPERATION

| Questionnaire | N = 60 | | Opinionnaire | N = 7 | |
|---|---|---|---|---|---|
| Years | No. | % | Years | No. | % |
| 0 - 5 | 22 | 37 | 0 - 5 | 1 | 14 |
| 6 - 10 | 14 | 23 | 6 - 10 | 1 | 14 |
| 11 - 15 | 8 | 13 | 11 - 15 | 0 | 0 |
| 16 - 50 | 13 | 22 | 16 - 50 | 3 | 43 |
| More than 50 | 3 | 5 | More than 50 | 2 | 29 |

Note: In the questionnaire, 60% had been in operation 10 years or less.

In the opinionnaire, 71% had been in operation 16 years or more.

21 respondents (36 percent) had an average of 5-10 while 13 respondents (22 percent) averaged 11-15 students in an activity class.

The lecture class was handled in the same manner but the categories were slightly different. They were as follows: A) 0-10 students, B) 11-20 students, C) 21-30 students and D) 31 or more students. Twenty-four of the 45 respondents (53 percent) stated that there were 31 or more students in their lecture classes while 12 (27 percent) responded to the 21-30 category. See Table 12.

Opinionnaire

The same questions were asked in the opinionnaire with the same divisions that were used in the questionnaire. With seven schools responding to the activity class section, five (72 percent) indicated 5-10 students with one response each (14 percent) for 11-15 and 16 or more students per class.

In the lecture classes, four respondents (57 percent) stated they had 21-30 students per class, two (29 percent) indicated 31 or more and one respondent (14 percent) had 11-20 students per lecture class. The results of this question are found in Table 12.

Section III. Question 4

Question four was concerned primarily with the various methods used in dividing classes. The question asked if the classes were split and, if so, what were the divisions.

Questionnaire

With 62 schools responding to the question, 45 respondents (73 percent) stated that their classes were split with 17 (27 percent) indicating that classes were not split.

Table 12

CLASS SIZE IN ACTIVITY AND LECTURE CLASSES

| Questionnaire | N = 60 | | Opinionnaire | N = 7 | |
|---|---|---|---|---|---|
| No. of Students per Class | No. | % | No. of Students per Class | No. | % |
| Activity Class | | | Activity Class | | |
| 0 - 4 | 1 | 1 | 0 - 4 | 0 | 0 |
| 5 - 10 | 21 | 36 | 5 - 10 | 5 | 72 |
| 11 - 15 | 13 | 22 | 11 - 15 | 1 | 14 |
| 16 or more | 24 | 41 | 16 or more | 1 | 14 |
| | N = 45 | | | | |
| Lecture Class | | | Lecture Class | | |
| 0 - 10 | 1 | 2 | 0 - 10 | 0 | 0 |
| 11 - 20 | 8 | 18 | 11 - 20 | 1 | 14 |
| 21 - 30 | 12 | 27 | 21 - 30 | 4 | 57 |
| 31 or more | 24 | 53 | 31 or more | 2 | 29 |

The major divisions were English and Western with beginning, intermediate and advanced classes being the most common sub-divisions. The English division showed 25 schools (56 percent) offering beginning classes, 24 (53 percent) offering intermediate classes and 22 (49 percent) offering advanced classes. The Western division indicated 11 schools each (24 percent) offering both beginning and advanced classes and ten (22 percent) offering intermediate classes.

The "Other" answers showed five responses (10 percent) in jumping and six (11 percent) for the N.A.G.W.S. Riding divisions as currently listed in their rules. The results and all of the various divisions are shown in Table 13.

Opinionnaire

The opinionnaire asked two questions. First, did the experts feel the riding classes should be divided and all seven indicated "Yes" to this question. The second question examined various divisions of riding classes. Four of the five respondents indicated beginning, intermediate and advanced but no one specified English or Western. There was one response each for trying to make the classes as homogeneous as possible and offering a Basic class for the total beginner. The results of question four are shown in Table 13.

Section III. Question 5

This question was concerned with the number of hours per week an activity class meets. There were four major categories: A) 1-2 hours, B) 3-4 hours, C) 5-8 hours and D) 9 or more hours.

Questionnaire

There were 60 respondents to this question and 35 respondents

Table 13

DIVISION OF RIDING CLASSES

| Questionnaire | N = 62 | | Opinionnaire | N = 7 | |
|---|---|---|---|---|---|
| | No. | % | | No. | % |
| Yes | 45 | 73 | Yes | 7 | 100 |
| No | 17 | 27 | No | 0 | 0 |
| **Divisions** | N = 45 | | **Divisions** | N = 5 | |
| **English** | No. | % | | No. | % |
| Beginning | 25 | 56 | Beginning | 4 | 80 |
| Intermediate | 24 | 53 | Intermediate | 4 | 80 |
| Advanced | 22 | 49 | Advanced | 4 | 80 |
| **Western** | | | Homogeneous | 1 | 20 |
| Beginning | 11 | 24 | | | |
| Intermediate | 10 | 22 | Note: None of the respondents in the opinionnaire specified English or Western. | | |
| Advanced | 11 | 24 | | | |
| **Other*** | 19 | 42 | | | |

* 1. D.G.W.S. divisions (6)

2. Jumping (5)

3. Divided by past experience (2)

4. Dressage I and II (2)

5. Chance (1)

6. Foxhunting (1)

7. Cross-Country (1)

8. Grouped according to experience, goals and talents (1)

(58 percent) stated that they offered 1-2 hours per week of activity. There were 15 responses (25 percent) for 3-4 hours per week, six (10 percent) for 5-8 hours and four (seven percent) for nine or more hours per week. The results are shown in Table 14.

Opinionnaire

The opinionnaire asked the experts what they felt should be the length, in terms of hours per week, of the activity class. In the results as shown in Table 14, three respondents selected 1-2 hours per week (43 percent) and four selected 3-4 hours (57 percent). There were no responses for 5-8 hours or nine or more hours.

Table 14

NUMBER OF TEACHING HOURS PER WEEK FOR ACTIVITY CLASSES

| Questionnaire | N = 60 | | Opinionnaire | N = 7 | |
|---|---|---|---|---|---|
| Hours | No. | % | Hours | No. | % |
| A) 1 - 2 | 35 | 58 | A) 1 - 2 | 3 | 43 |
| B) 3 - 4 | 15 | 25 | B) 3 - 4 | 4 | 57 |
| C) 5 - 8 | 6 | 10 | C) 5 - 8 | 0 | 0 |
| D) 9 or more | 4 | 7 | D) 9 or more | 0 | 0 |

Section III. Question 6 Questionnaire Only

This question examined which styles of riding were being offered at the college level. The four major areas were: A) Balanced or Basic Seat, B) Hunt Seat, C) Stock Seat and D) Saddle Seat. The respondents could give multiple answers and also were asked to double

check their area of primary interest.

Questionnaire

Thirty-nine of the 60 respondents (65 percent) indicated balanced or basic seat with seven stating that this was an area of primary interest. Hunt seat received the second largest number of responses with 36 (60 percent) and six listed hunt seat as an area of primary interest. Stock seat followed with 34 responses (57 percent) and three for area of primary interest. All of the results are shown in Table 15.

Table 15

STYLES OF RIDING PRESENTLY BEING OFFERED

Questionnaire Only

| Style | No. | % | Primary Interest |
|---|---|---|---|
| A) Balanced Seat | 39 | 65 | 7 |
| B) Hunt Seat | 36 | 60 | 6 |
| C) Stock Seat | 34 | 57 | 3 |
| D) Saddle Seat | 14 | 23 | 3 |
| E) Other* | 1 | 2 | |

* 1. Dressage (1)

Section III. Question 6 and 7 Opinionnaire Only

These two questions were very similar and therefore are discussed together. Both are directed toward the area of suitable styles

of riding.

Question six asked the respondents if they felt it was important to offer one or more than one style of riding. Five of the seven (71 percent) felt it was better to offer more than one type of riding and two respondents (29 percent) felt that it was better to offer only one style of riding.

Question seven was concerned with the style of riding which is most suitable for the beginner. Several of the respondents gave multiple answers. Five of the six respondents (83 percent) selected balanced or basic seat as the type of riding which is best for the beginner. The other three answers, hunt, stock and saddle seat each received two responses. Table 16 shows the results of question seven.

Table 16

STYLE OF RIDING MOST SUITABLE FOR THE BEGINNER

Opinionnaire Only

N = 6

| Style | No. | % |
|---|---|---|
| A) Balanced Seat | 5 | 83 |
| B) Hunt Seat | 2 | 33 |
| C) Stock Seat | 2 | 33 |
| D) Saddle Seat | 2 | 33 |
| E) Other | 0 | 0 |

Note: One school said that balanced, hunt and stock seat are essentially the same thing.

Section III. Question 7 (Questionnaire)
Question 8 (Opinionnaire)

Both questions seven and eight dealt with several of the many classes which could be offered in an equine education program. The questionnaire asked which courses were offered and the opinionnaire asked the experts their opinion as to what should be offered in a program.

Questionnaire

The 59 respondents to this question all gave multiple answers. Ranch or farm management received the largest response with 45 (76 percent). Training received 39 responses (66 percent) and 38 respondents stated that judging was a part of their program. There were numerous "Other" responses and all of these results are shown in Table 17.

Opinionnaire

With seven schools responding to this question, the veterinary care class, a training class and the equine nutrition class each received seven responses. Judging received six responses (86 percent), ranch or farm management received five responses (71 percent) and practice teaching received three responses. Table 17 shows the results of question eight.

Section III. Question 8 (Questionnaire)
Question 10 (Opinionnaire)

These questions examined the many specific training courses being offered in today's equine programs. Question eight in the questionnaire asked what courses were being offered and question ten in the opinionnaire asked the experts what they felt would be a balanced curriculum.

Table 17

CLASSES PRESENTLY BEING OFFERED
IN THE EQUINE EDUCATION PROGRAMS

| Questionnaire | N = 59 | | Opinionnaire | N = 7 | |
|---|---|---|---|---|---|
| Course | No. | % | Course | No. | % |
| A) Farm Management | 45 | 76 | A) Farm Management | 5 | 71 |
| B) Veterinary Care | 26 | 44 | B) Veterinary Care | 7 | 100 |
| C) Farrier Class | 24 | 41 | C) Farrier Class | 4 | 57 |
| D) Training Class | 39 | 66 | D) Training Class | 7 | 100 |
| E) Nutrition | 44 | 75 | E) Nutrition | 7 | 100 |
| F) Public Relations | 23 | 39 | F) Public Relations | 5 | 71 |
| G) Judging | 38 | 64 | G) Judging | 6 | 86 |
| H) Other* | 34 | 57 | H) Other* | 3 | 43 |

* 1. Horse Production (5)
2. Breeding Operations (4)
3. Anatomy and Conformation (3)
4. Teaching (3)
5. Internship (2)
6. Theory of Equitation (2)
7. Horse Shows (2)
8. Financial Aspects of Stable Operations (2)
9. Show, Sale and Race (1)
10. General Horsemanship (1)
11. Riding for the Handicapped (1)

* 1. Practice Teaching (3)

Table 17 (continued)

| | |
|---|---|
| 12. Methods and Materials for Teaching (1) | |
| 13. Advanced Teaching Methods (1) | |
| 14. History of Horsemanship (1) | |
| 15. Course Design (1) | |
| 16. Independent Study (1) | |
| 17. Biology of the Horse (1) | |
| 18. Western Equitation (1) | |
| 19. Horse and Man: an investigation of the impact of the horse on society during different time periods. (1) | |

Questionnaire

With 54 respondents to this question, the type of training occurring most frequently was the "hunter" with 30 responses (56 percent) followed by "Western pleasure" which received 29 responses (54 percent) and "English pleasure" which received 27 responses (50 percent). The type of training which received the least number of responses was "3 and 5 gaited" training with five responses (9 percent). There were several "Other" responses and these are listed along with the remainder of the results in Table 18.

Opinionnaire

"Training the driving horse" received the largest number of responses with five (71 percent) followed by four responses (57 percent) for "dressage", "hunter" and "English pleasure" training. Receiving three responses (43 percent) were "trail horse" training, "3 and 5 gaited", "jumpers" and "Western pleasure" training. "Cutting" received one response (14 percent). The comment was made by one of the seven respondents that equine programs should teach students to train all horses. The results of the opinionnaire are found in Table 18.

Section III. Question 9

In our society today, there is increased interest and aid to handicapped individuals. This question was designed to determine if equine programs are meeting the needs of the many handicapped students.

Questionnaire

With 64 respondents to the question, 59 (92 percent) indicated that they did not offer a class for the handicapped and five (8 percent)

Table 18

SPECIFIC TRAINING COURSES
OFFERED AND RECOMMENDED

| Questionnaire | N = 54 | | Opinionnaire | N = 7 | |
|---|---|---|---|---|---|
| Course (Offered) | No. | % | Course (Recommended) | No. | % |
| A) Dressage | 20 | 37 | A) Dressage | 4 | 57 |
| B) Driving | 10 | 19 | B) Driving | 5 | 71 |
| C) Cutting | 10 | 19 | C) Cutting | 1 | 14 |
| D) Trail Riding | 21 | 39 | D) Trail Riding | 3 | 43 |
| E) 3 and 5 Gaited | 5 | 9 | E) 3 and 5 Gaited | 3 | 43 |
| F) Hunter | 30 | 56 | F) Hunter | 4 | 57 |
| G) Jumper | 23 | 43 | G) Jumper | 3 | 43 |
| H) English Pleasure | 27 | 50 | H) English Pleasure | 4 | 57 |
| I) Western Pleasure | 29 | 54 | I) Western Pleasure | 3 | 43 |
| J) Other* | 15 | 27 | J) Other* | 1 | 14 |

* 1. Reining (3)
2. Rodeo (2)
3. Advanced Training of the Stock Horse (2)
4. Schooling Young and Reclaimed Horses (2)
5. Drill Team (1)
6. Showmanship (1)
7. Exercising Thoroughbreds (1)
8. Race Horse Training (1)
9. Combined Training (1)
10. Gymkhana (1)

* 1. Should teach to train all horses (1)

stated they did offer a special class. Two respondents indicated they were set up to handle blind and handicapped students in their regular classes. The results of question nine are found in Table 19.

Opinionnaire

When questioning the experts, the results, shown in Table 19, indicated that they felt a special course should be offered for handicapped students. Four of the six respondents (67 percent) answered "Yes", one respondent (17 percent) said "No" because of fund limitations and another answered they "didn't know". The comment was made by one respondent that this type of course should be offered only if the school has adequate facilities and trained personnel.

Table 19

WHETHER OR NOT COURSES FOR THE HANDICAPPED EXISTED OR SHOULD EXIST

| Questionnaire | N = 64 | | Opinionnaire | N = 6 | |
|---|---|---|---|---|---|
| | No. | % | | No. | % |
| Yes | 5 | 8 | Yes | 4 | 67 |
| No | 59 | 92 | No | 1 | 17 |

Section III. Question 10 (Questionnaire)
Question 11 (Opinionnaire)

Adequate funding was the area of major concern in these questions. The questionnaire asked if fund raising programs were held and the opinionnaire asked if fund raising programs were a part of the successful equine education program.

Questionnaire

With 63 respondents to this question, the results were fairly evenly divided. There were 29 responses (46 percent) indicating that fund raising programs were a part of their program, and 34 responses (54 percent) that showed no fund raising programs. The results are shown in Table 20.

Opinionnaire

The five opinionnaire respondents all indicated that fund raising projects were part of a successful program. The results are also shown in Table 20.

Table 20

RESPONSES TO FUND RAISING PROGRAMS

| Questionnaire | N = 63 | | Opinionnaire | N = 5 | |
|---|---|---|---|---|---|
| | No. | % | | No. | % |
| Yes | 29 | 46 | Yes | 5 | 100 |
| No | 34 | 54 | No | 0 | 0 |
| Note: One respondent commented that they needed more fund-raising events. | | | | | |

Section III. Question 11 (Questionnaire)
Question 12 (Opinionnaire)

The methods used in raising funds for equine programs were of primary importance in these two questions. Both the questionnaire and opinionnaire asked the respondents to indicate methods used for raising funds. The respondents were also asked to double check the most

successful methods.

Questionnaire

The four major areas from which the 33 respondents could select were horse shows, clinics, sale of horses and sale of products. The results indicated horse shows as the most common method of raising monies with 26 responses (79 percent). Clinics received 15 responses (45 percent) followed by the sale of horses with 13 responses (39 percent). Two respondents indicated donations as a method of raising monies. With regard to the most successful method of raising monies, six indicated horse shows, two responded to clinics, and one to the sale of horses. See Table 21.

Opinionnaire

With five respondents to the question, "clinics" and the "sale of horses" each were checked three times (60 percent), "horse shows" twice (40 percent) and the sale of products received one response (20 percent). The "Other" section listed two responses for "contributions" and one response for a "lab fee". There was no response regarding the most successful method of raising monies. All of the results of this question are shown in Table 21.

Section III. Question 12 (Questionnaire)

This question asked the respondents to indicate who was responsible for providing liability insurance.

Questionnaire

A large majority of the 62 respondents indicated that the university was responsible. There were 44 responses (71 percent) that stated the university provided insurance, one indicated the department

Table 21

METHODS USED TO INCREASE FUNDS

| Questionnaire | N = 33 | | Opinionnaire | N = 5 | |
|---|---|---|---|---|---|
| Method | No. | % | Method | No. | % |
| A) Horse Shows | 26 | 79 | A) Horse Shows | 2 | 40 |
| B) Clinics | 15 | 45 | B) Clinics | 3 | 60 |
| C) Sale of Products | 3 | 9 | C) Sale of Products | 1 | 20 |
| D) Sale of Horses | 13 | 39 | D) Sale of Horses | 3 | 60 |
| E) Other* | 2 | 6 | E) Other* | 3 | 60 |
| * 1. Donations (2) | | | * 1. Lab fee charged (1)<br>2. Contributions (2) | | |

was responsible and two stated the teacher was responsible for providing insurance. The "Other" section showed eight responses (13 percent) for the stable where the classes are held and six responses (10 percent) for the students providing adequate insurance. One school indicated the state provided liability insurance. The results of question 12 are shown in Table 22.

Section III. Question 13 (Opinionnaire)

This question asked the respondents to indicate the amount of insurance needed to provide adequate coverage for the program. The four responses to this question were as follows: (1) $300,000 liability and $100,000 property, (2) $250,000, (3) don't know, and (4) not in our field.

Table 22

RESPONSIBILITY FOR LIABILITY INSURANCE

N = 62

| | No. | % |
|---|---|---|
| A) University | 44 | 71 |
| B) Department | 1 | 1 |
| C) Teacher | 2 | 3 |
| D) Other* | 15 | 24 |

* 1. Stables (8)
2. Students (6)
3. State (1)

Section III. Questions 13 and 14 (Questionnaire Only)

Question 13 asked each respondent, if given sufficient funds, what courses would they like to see added to their programs. Of the numerous responses, the addition of a farrier course, training two-year olds, and advanced horsemanship, were most frequently mentioned. See Table 23. Question 14 asked the respondents what other changes they would like to see within their present programs. New facilities, indoor arena, and more faculty were the most frequently mentioned responses. See Table 24 for a complete list.

Section III. Question 14 and 15 (Opinionnaire Only)

These questions asked the experts their opinions regarding problems facing both the new and the established equine education programs. Adequate funding, obtaining suitable horses and having

Table 23

ADDITIONAL COURSE RECOMMENDATIONS

Questionnaire Only

| Comment | No. of Responses |
|---|---|
| Farrier course | 8 |
| Training 2-year olds | 7 |
| Advanced Horsemanship | 6 |
| Expand English program | 4 |
| Equine nutrition | 4 |
| Better breeding programs | 4 |
| Higher level of dressage | 3 |
| Instructor certification | 2 |
| Race track and race horse management | 2 |
| Provide courses more frequently | 2 |
| Western classes | 2 |
| Therapeutic riding | 2 |
| Adv. horse production and management | 2 |
| Veterinary medicine fundamentals | 2 |
| Lameness in horses | 1 |
| Build a 1/4 mile track for training | 1 |
| Trail riding course | 1 |
| Riding for shows | 1 |
| Family riding | 1 |
| Rodeos | 1 |
| Animal Science program, not only Physical Education | 1 |

Table 23 (continued)

| Comment | No. of Responses |
|---|---|
| Saddle Seat equitation | 1 |
| Establish a riding program | 1 |
| Sidesaddle | 1 |
| Driving | 1 |
| More emphasis on basic foundations | 1 |
| Equine art | 1 |
| Enlarge the entire program | 1 |
| More specialized courses-- eventing, et cetera | 1 |
| Field trips | 1 |
| Have horses for riding located on campus | 1 |
| 2-year Associate program | 1 |
| Horse judging | 1 |
| Horse enterprize and program financing | 1 |

Table 24

DESIRED CHANGES WITHIN PRESENT PROGRAMS

Questionnaire Only

| Comment | No. of Responses |
|---|---|
| New facilities | 16 |
| Indoor arena | 7 |
| More faculty | 5 |
| More space | 3 |
| Better financing | 3 |
| More time | 2 |
| Better school horses | 2 |
| More student participation | 2 |
| Better breeding operations | 2 |
| More competition away from campus | 2 |
| Better skill grouping methods | 1 |
| Better scheduling | 1 |
| Separate the classes | 1 |
| Handling and cutting livestock | 1 |
| Attract the more serious student | 1 |
| Better care of horses | 1 |
| Better organization | 1 |
| Different funding system | 1 |
| More individual instruction | 1 |

adequate facilities were considered to be the most common problems for both new and established programs. See Table 25 for a complete list.

Table 25

PROBLEMS ENCOUNTERED BY EQUINE EDUCATION PROGRAMS

Opinionnaire Only

| New Programs | | Established Programs | |
|---|---|---|---|
| Comment | No. of Responses | Comment | No. of Responses |
| 1) Funds | 5 | 1) Funds | 4 |
| 2) Getting Horses | 4 | 2) Getting Horses | 2 |
| 3) Facilities | 1 | 3) Facilities | 1 |
| 4) Safety | 1 | 4) Getting tack | 1 |
| 5) Space | 1 | 5) Academic support | 1 |
| 6) Coordinating barn management | 1 | 6) Jobs for graduates | 1 |
| 7) Coordinating the teaching system between teachers | 1 | 7) Personnel | 1 |
| | | 8) Spreading instructors too thin | 1 |

Section IV. Horses and Equipment

The purpose of this section was to examine the areas of horse ownership, suitable breeds, acquisition of equipment and maintaining horses on campus property.

Section IV. Question 1

This question was designed to determine the various forms of

horse ownership in today's equine education programs. The four major areas were: private ownership, school owned, school leased, and owned by a public stable.

Questionnaire

The most frequent response showed 41 of the 52 respondents (79 percent) indicating that their program operated with school owned horses. There were 18 responses (35 percent) for both private ownership and school leased horses. Table 26 shows the results of question one.

Opinionnaire

The respondents were asked to check which method of horse ownership was the most suitable in operating a riding program. All seven respondents indicated that school owned horses were the most suitable method available for operating a successful program. There were two responses (29 percent) for school leased horses and one response (14 percent) each for privately owned horses and horses owned by a public stable as other suitable possibilities. See Table 26.

Table 26

TYPES OF HORSE OWNERSHIP

| Questionnaire | N = 52 | | Opinionnaire | N = 7 | |
|---|---|---|---|---|---|
| | No. | % | | No. | % |
| A) Private Owner | 18 | 35 | A) Private Owner | 1 | 14 |
| B) School Owned | 41 | 79 | B) School Owned | 7 | 100 |
| C) School Leased | 18 | 35 | C) School Leased | 2 | 29 |
| D) Public Stable | 8 | 15 | D) Public Stable | 1 | 14 |

Section IV. Question 2

Maintaining horses on campus property was the area of concern in question two. The questionnaire asked if horses were maintained on campus property and the opinionnaire asked if it was the best policy to stable horses on campus property.

Questionnaire

There were 64 respondents to this question. Fifty-one respondents answered "Yes" (85 percent) and there were 13 "No" responses (20 percent). The results are shown in Table 27.

Opinionnaire

All seven respondents felt that it was best to maintain horses on campus property and the results are also shown in Table 27.

Table 27

MAINTAINING HORSES ON CAMPUS PROPERTY

| Questionnaire | N = 64 | | Opinionnaire | N = 7 | |
|---|---|---|---|---|---|
| | No. | % | | No. | % |
| Yes | 51 | 80 | Yes | 7 | 100 |
| No | 13 | 20 | No | 0 | 0 |

Section IV. Question 3

The acquisition of horses for the equine program was the area of concern in question three. The respondents were asked how the majority of their animals had been obtained with the selections being university bred, purchased by the university, private donations and

"other".

Questionnaire

The results, shown in Table 28, indicate that a majority of the horses have been obtained through private donation. Thirty-five of the 48 respondents (73 percent) selected private donation while horses purchased by the university followed with 21 responses (44 percent), and university bred horses completed the results with 20 responses (42 percent). There were no "Other" responses.

Opinionnaire

The results of the opinionnaire concur with those of the questionnaire. All seven respondents felt that the majority of the school horses should be obtained through private donation. Horses purchased by the university received four responses (57 percent) and university bred horses received three responses (43 percent). These results are shown in Table 28.

Table 28

METHODS OF OBTAINING HORSES
FOR THE EQUINE PROGRAM

| Questionnaire | N = 48 | | Opinionnaire | N = 7 | |
|---|---|---|---|---|---|
| | No. | % | | No. | % |
| A) University Bred | 20 | 42 | A) University Bred | 3 | 43 |
| B) University Purchased | 21 | 44 | B) University Purchased | 4 | 57 |
| C) Private Donation | 35 | 73 | C) Private Donation | 7 | 100 |

Section IV. Question 4

This question was concerned primarily with the various breeds of horses that are being used in the equine education programs today. The opinionnaire asked the experts which breeds they felt were most suitable for a successful program.

Questionnaire

The respondents were asked which breed or breeds were used in their programs and why. With 59 respondents, the breed receiving the largest number of responses were the Quarter Horse with 40 (68 percent) and the Thoroughbred with 33 (56 percent). None of the respondents indicated why a particular breed was preferred. All of the results are shown in Table 29.

Opinionnaire

The opinionnaire asked the respondents which breed or breeds they felt were most suitable for a riding program and why. With six respondents, there were two responses each (33 percent) for Thoroughbred, Quarter Horse and Grade Horses. Morgans and the American Saddlebred each received one response (17 percent). When asked why, one respondent indicated that the temperment was the most important thing, not the breed. Two respondents indicated that using a variety of breeds was an excellent method to use in order to provide a variety of experiences.

Section IV. Question 5

This question was directed at the problem of acquiring suitable equipment. The questionnaire asked the respondents how they obtained their equipment while the opinionnaire asked the experts what they

Table 29

BREEDS OF HORSES USED

| Questionnaire | N = 59 | | Opinionnaire | N = 6 | |
|---|---|---|---|---|---|
| | No. | % | | No. | % |
| Quarter Horse | 40 | 68 | Quarter Horse | 2 | 33 |
| Thoroughbred | 33 | 56 | Thoroughbred | 2 | 33 |
| Grade | 13 | 22 | Grade | 2 | 33 |
| Morgan | 12 | 20 | Morgan | 1 | 17 |
| Arabian | 12 | 20 | Arabian | 0 | 0 |
| Appaloosa | 11 | 19 | Appaloosa | 0 | 0 |
| American Saddlebred | 6 | 10 | American Saddlebred | 1 | 17 |
| Tennessee Walking Horse | 3 | 5 | Tennessee Walking Horse | 0 | 0 |
| Standardbred | 1 | 2 | Standardbred | 0 | 0 |
| Note: All breeds suitable received 5 responses. | | | Note: One respondent stated that the temperment was most important, not breed. | | |

thought was the best method of acquiring equipment.

Questionnaire

Fifty-two of the 62 respondents (84 percent) indicated that their equipment was purchased. Nine respondents (15 percent) stated that equipment was obtained through donation and seven (11 percent) replied that their equipment was leased. Two respondents indicated that students were responsible for providing their own boots and a hat. These results are shown in Table 30.

Opinionnaire

The opinionnaire asked the respondents to indicate which method of obtaining equipment they felt was most successful. All seven respondents stated that purchasing equipment was the best method. Two respondents replied that receiving donations was another good method to use. One respondent indicated that students should provide their own equipment. These results are found in Table 30.

Table 30

RESPONSES TO METHODS USED IN ACQUIRING EQUIPMENT

| Questionnaire | N = 62 | | Opinionnaire | N = 7 | |
|---|---|---|---|---|---|
| | No. | % | | No. | % |
| A) Purchased | 52 | 84 | A) Purchased | 7 | 100 |
| B) Donated | 9 | 15 | B) Donated | 2 | 29 |
| C) Leased | 7 | 11 | C) Leased | 0 | 0 |
| D) Other* | 2 | 3 | D) Other* | 1 | 14 |
| * 1. Students provide boots and hat (2) | | | * 1. Students provide their own (1) | | |

Note: Equipment refers to any items necessary to conduct the riding program.

Section V. Plant Facilities

The purpose of the final section was to examine the various plant facilities and acreage available for horse use. The availability of the facilities was compared to the experts opinion as to what is

actually essential to an effective program.

Section V. Question 1

Both the questionnaire and opinionnaire asked the respondents to evaluate the facilities that were available for their program. The categories were excellent, good, fair, and poor.

Questionnaire

All 65 respondents answered the question. The choices of "excellent" and "good" received 24 responses (37 percent), 11 (17 percent) checked "fair", and six (9 percent) selected "poor". The results of the question are in Table 31.

Opinionnaire

With all seven respondents answering this question, there were four responses (57 percent) for "excellent", three responses (43 percent) for "good" and no responses for "fair" or "poor". Table 31 shows the results of this question.

Table 31

EVALUATION OF PLANT FACILITIES

| Questionnaire | N = 65 | | Opinionnaire | N = 7 | |
|---|---|---|---|---|---|
| Rating | No. | % | Rating | No. | % |
| A) Excellent | 24 | 37 | A) Excellent | 4 | 57 |
| B) Good | 24 | 37 | B) Good | 3 | 43 |
| C) Fair | 11 | 17 | C) Fair | 0 | 0 |
| D) Poor | 6 | 9 | D) Poor | 0 | 0 |

Section V. Question 2

Facilities available for use by the equine education program was the thrust of this question. The availability and the actual importance were examined and then compared. The various facilities were: outdoor ring, indoor ring, paddocks, breeding facilities, horse show facilities, indoor stabling, pastures, classrooms and any other facility that was available.

Questionnaire

The questionnaire asked which facilities were available and also asked the respondents to indicate whether the facility was located on or off campus. The facilities that received the largest number of responses were outdoor ring and indoor stabling with 61 responses (94 percent). There were 58 responses for classrooms (89 percent), 55 responses for pasturing (85 percent) and 53 responses for paddocks (82 percent). All of the results, including those both on and off canpus are shown in Table 32.

Opinionnaire

Question two was concerned with essential facilities needed to operate an effective horse program. The seven respondents were asked to indicate which facilities they felt were most important to an effective program. The results show that an outdoor ring, indoor stabling, and pastures each received seven responses. Indoor ring and classrooms received six responses (86 percent) and paddocks five responses (71 percent). All of the results are shown in Table 32.

Section V. Question 3

The final question in section five examined the availability

Table 32

AVAILABLE FACILITIES

Questionnaire N = 65

| Facility | On Campus | | Off Campus | | Total | |
|---|---|---|---|---|---|---|
| | No. | % | No. | % | No. | % |
| A) Outdoor Ring | 42 | 65 | 19 | 29 | 61 | 94 |
| B) Indoor Ring | 25 | 38 | 16 | 25 | 41 | 63 |
| C) Paddocks | 41 | 63 | 12 | 18 | 53 | 82 |
| D) Breeding Facilities | 22 | 34 | 11 | 17 | 33 | 51 |
| E) Horse Show Facilities | 26 | 40 | 16 | 25 | 42 | 65 |
| F) Indoor Stabling | 41 | 63 | 20 | 31 | 61 | 94 |
| G) Pasturing | 39 | 60 | 16 | 25 | 55 | 85 |
| H) Classrooms | 46 | 71 | 12 | 18 | 58 | 89 |
| I) Other | | | | | | |
| 1. Trails | 0 | 0 | 1 | 2 | 1 | 2 |

Opinionnaire N = 7

| Facility | No. | % |
|---|---|---|
| A) Outdoor Ring | 7 | 100 |
| B) Indoor Ring | 6 | 86 |
| C) Paddocks | 5 | 71 |
| D) Breeding Facilities | 2 | 29 |
| E) Horse Show Facilities | 1 | 14 |
| F) Indoor Stabling | 7 | 100 |
| G) Pasturing | 7 | 100 |
| H) Classrooms | 6 | 86 |

of pasture space. Both questions three and four dealt with amount and availability of pasture.

Questionnaire

The respondents were asked approximately how many acres of pasture were available. The results were categorized as follows: A) 1-20 acres, B) 21-40 acres, C) 41-60 acres, D) 61-80 acres, E) more than 81 acres and F) zero acres. Of the 60 respondents, the largest number 16 (27 percent), selected the category of 1-20 acres. Thirteen (22 percent) indicated they had no pasture available, and 12 (20 percent) checked each of the categories 21-40 and more than 81 acres respectively. See Table 33.

Opinionnaire

The opinionnaire asked the experts if they felt pasture space was important to a riding program. Six of the seven respondents (86 percent) felt that pasture space was important. One respondent stated "Yes" but that it was not essential to the program. One respondent replied "No" to the question.

Section V. Question 4 (Opinionnaire Only)

This question asked approximately how many acres of pasture were needed for a riding program. The responses were as follows: 1) one acre per horse, 2) between 50 and 75 acres, 3) two people stated that it "depends" with no elaboration.

Table 33

AMOUNT OF PASTURE AVAILABLE

Questionnaire Only

N = 60

| Acreage | No. | % |
|---|---|---|
| A) 1-20 | 16 | 27 |
| B) 21-40 | 12 | 20 |
| C) 41-60 | 5 | 8 |
| D) 61-80 | 2 | 3 |
| E) More than 81 | 12 | 20 |
| F) Zero acres | 13 | 22 |

## Summary

This chapter presented in detail the data received from the 86 schools receiving the questionnaire and the seven schools receiving the opinionnaire. This survey was designed to determine the nature and scope of the many varied equine education programs existing in the country today. All of the data has been presented to the reader in the same order as it appeared in the surveys.

# CHAPTER V

## SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to determine the nature and scope of many of the equine education programs at the college level. The programs were then compared to the attitudes of specialists in the equine education field.

### Summary

The schools were chosen after an extensive review of many college catalogs and the investigator's knowledge of existing programs. Nationwide representation was considered when selecting the schools. A total of 95 survey questionnaires were mailed in April 1977. At the same time, seven universities with well-known established programs were sent the opinionnaire.

The questions used in both surveys were the result of a review of the related literature, personal interviews with equine specialists and educators, and the professional background of the investigator. The survey was then submitted to a jury of experts for comments and suggestions. A final revision was made following a colloquium and the administration of a pilot study.

Both the questionnaire and opinionnaire were divided into five

major areas. The first section was designed to obtain data regarding the staffs of the equine education programs. The second section was concerned with the various teaching procedures being utilized, and section three explored the program itself. Questions regarding the horses and equipment made up the fourth section and the final section examined the area of available plant facilities.

Each respondent was mailed a packet of information which included a cover letter describing the purpose of the study, a questionnaire or opinionnaire, and a self-addressed, post-paid envelope for returning the survey. Follow-up procedures included a second mailing to 38 colleges who had failed to respond to the original survey letter. There were 86 responses (91 percent) to the questionnaire and seven (100 percent) to the opinionnaire.

The data received was placed on file cards and tabulated as follows: 1) frequency of response, 2) percentage of response and 3) computation of the mean. Based on the responses received and within the limitations of the study, a summary of the major findings within each section of the survey follows.

Section 1. Staff

a. Animal Husbandry departments were responsible for more equine education programs than Physical Education departments in both the questionnaire and the opinionnaire. Five colleges had their own departments for equine education.

b. The average number of employees of the questionnaire respondents was 1.2 full-time and 1.3 part-time. The

average for the opinionnaire respondents was 3.2 full-time and 1.3 for part-time.

c. Of those teaching in an equine program. 62 had degrees in Animal Husbandry, 26 had Physical Education degrees and seven had degrees in Recreation. Thirty-three held various degrees other than those listed.

d. Experience was the major criteria used in hiring the staff.

e. Less than half of the schools had a staff member holding certification from either the American Horse Shows Association or the National Association For Girls and Women in Sport. The opinionnaire respondents all stated they felt these certifications were an asset to the program.

f. With regard to teaching experience, 23 (33 percent) fell in the 1-5 year category and 20 (28 percent) had 16 or more years of teaching experience.

Section 2. Teaching Procedures

a. The responses regarding departmental objectives indicated an overwhelming majority (94 percent) did have specific departmental objectives.

b. Fifty-three of the 70 respondents (76 percent) used letter grades (A,B,C,D and Fail) in both activity and lecture classes.

c. Many of the riding programs (75 percent) were held on campuses, university owned farms or horse centers, rather than private homes or public stables.

Section 3. Program

a. Community and student interest along with experienced, interested staff were the primary factors in establishing riding programs.

b. The questionnaire respondents stated most programs had been in existence 0-5 years while the panel of experts indicated their programs had been in existence 16 years or more.

c. Most respondents in the opinionnaire felt it takes approximately five years to get a program established.

d. Class size was smaller as reported in the opinionnaire than in the questionnaire for both activity and lecture classes.

e. A large majority of respondents felt that classes should be split, with English and Western being the major divisions. Beginning, intermediate and advanced classes should be offered.

f. A majority of the respondents in the questionnaire had activity classes 1-2 hours per week. The opinionnaire was fairly evenly divided between 1-2 hours and 3-4 hours per week.

g. Balanced, hunt and stock seat were the styles of riding most commonly offered. The experts felt that more than one style of riding should be offered and a majority felt that the balanced or basic seat best teaches the beginner.

h. Farm management, training, nutrition, and judging courses

were being offered most frequently. Many new and innovative courses were also being taught.

i. Training courses for the hunter, Western pleasure, and English pleasure horse were the most frequently taught.

j. A large majority (92 percent) of the schools did not teach a class for handicapped students.

k. Even though adequate funding was a major problem, only 46 percent of the programs had participated in any fund-raising events. Horse shows were the most common method of raising monies.

l. A majority of the respondents indicated that the university was responsible for providing adequate insurance.

m. The three most common problems encountered by equine education programs were: adequate funding, getting horses, and facilities.

Section 4. Horses and Equipment

a. The data revealed that most of the horses used were owned and maintained by the schools. The experts agreed that this was the best approach.

b. A majority of the horses were obtained through private donation.

c. Many breeds of horses were being used but the Quarter Horse and Thoroughbred were the most common. One of the experts indicated that temperment was the most important, not the breed.

d. A large majority of the equipment used was purchased by

the schools with donations being the next best source of obtaining equipment.

Section 5. Plant Facilities

a. A vast majority rated their plant facilities as excellent or good with 28 respondents indicating excellent and 27 indicating good.

b. The results showed most respondents had the following facilities available for their use: outdoor ring, paddocks, indoor stabling, pastures and classrooms. The experts felt that all the previously mentioned were important and added an indoor ring to the list of essential facilities.

c. Results showed a majority of the respondents had less than 40 acres of pasture available for their use. The experts agreed that pasture space was important to an equine education program.

## Conclusion

On the basis of the findings and within the limitations of this study, it is concluded that:

There is a definite upswing in program quality and quantity due to increased interest. Equine education programs throughout the country are quite diversified and yet are experiencing many of the same problems and challenges. It is also concluded that the opinions of the experts coincide closely with the current practices in equine education programs.

## Recommendations

The recommendations resulting from this investigation are presented in two sections. The first section considers recommendations related to the administration of equine education programs and the second section is related to recommendations for future research in the area of equine education programs.

### Administration of equine education programs

It is recommended that:

1) there be a clear administrative definition of the expectations of the equine education program.
2) all qualifications for staff members be carefully outlined and maintained.
3) equine education programs be administered by an individual who is knowledgeable in both the horse industry and the field of education.
4) adequate facilities be obtained and suitable equipment available before the program is established.
5) a program directed toward an academic degree be established for those students wish to pursue a career in equine education.

### Future research in equine education programs

It is recommended that:

1) an in-depth study of several well-established programs be undertaken in order to examine these programs and how they effectively teach students.
2) a study be undertaken to identify basic problems in equine

education programs and effective ways in dealing with them.

3) more effective means of communication between the horse industry and teacher training institutions be explored.

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# APPENDICES

APPENDIX A

April 20, 1977

Dear Colleague,

I am a candidate for the Master of Arts degree in Physical Education at California State University at Northridge in Northridge, California. Because of my interest and concern in equine education programs, I am attempting to identify and compare the practices in riding programs throughout the country for my thesis work.

My research involves surveying many colleges about their programs, facilities, teaching procedures, horses, equipment and staff. It is my contention that in doing so new insights into organized and effective programs will emerge. This information will also be of use in developing new programs and improving established curriculums. All replies will remain in the strictest of confidence and all information will be reported only as group data.

Your response is most critical to the outcome of this study. Please take a few minutes to fill out the enclosed questionnaire and return it by May 6, 1977. A self-addressed, post-paid envelope is also enclosed for your convenience. The results of the study will be made available for your information.

Thank you for your cooperation and professional interest in this study.

Sincerely,

Carol Wright Parmenter
Girls Physical Education Department
Ernest Lawrence Junior High School
10100 Variel Avenue
Chatsworth, California 91311

APPENDIX B

CURRENT EQUINE EDUCATION PROGRAMS
AND RELATED STUDIES AS FOUND IN COLLEGES
IN THE UNITED STATES

DIRECTIONS

Please reply carefully to all questions and statements. All replies will remain confidential and will be reported only as group data. Omit any questions which are not applicable to your program.

If you desire a copy of the results of this study, please check _____.

Name of school _____.

Location _____.

Current student enrollment _____.

I. STAFF

1. Please check which departments offer equine courses which relate to your program.
   _____A) Physical Education
   _____B) Recreation
   _____C) Animal Husbandry
   _____D) Other, please explain.

2. How many full or part-time instructors are in the riding program? The term "full-time" denotes a full-time teaching load in the riding program.

   _____ Full-time _____ Part-time

I. STAFF (cont'd)

3. Summary of degrees held by the teaching staff.

| | B.A. | M.A. | Ph.D. | |
|---|---|---|---|---|
| A) | _____ | _____ | _____ | (Physical Education) |
| B) | _____ | _____ | _____ | (Animal Husbandry) |
| C) | _____ | _____ | _____ | (Recreation) |

D) Other, please explain.

4. What criteria are used in hiring the staff in the riding program? More than one may be checked.

_____ A) Experience
_____ B) B. A. in Education
_____ C) B. S. in Animal Husbandry
_____ D) M. A. in Education
_____ E) M. S. in Animal Husbandry
_____ F) B. A. in Recreation
_____ G) Other, please explain.

5. Number of staff members holding any of the following:

_____ 1. National Association of Girls and Women in Sport Riding Rating.
_____ 2. American Horse Show Association Steward's License.
_____ 3. American Horse Show Association Judge's License.

6. Approximately, what is the average number of years of teaching experience in the horse program of the staff as a whole.

A) 1 - 5 years _____.
B) 6 - 10 years _____.
C) 11 - 15 years _____.
D) 16 or more years _____.

II. TEACHING PROCEDURES

1. Are specific departmental objectives outlined for each course? Yes _____. No _____.

II. TEACHING PROCEDURES (cont'd)

2. What form of grading is used?

| | Activity Class | Lecture Class |
|---|---|---|
| A) A - Pass - Fail | _____ | _____ |
| B) Pass - Fail | _____ | _____ |
| C) Credit - No Credit | _____ | _____ |
| D) Letter Grades - A,B,C,D,Fail | _____ | _____ |
| E) Other, please explain. | | |

3. Where are your riding classes held?

_____ A) On campus
_____ B) Private home
_____ C) Public stables
_____ D) Other, please explain.

III. PROGRAM

1. In what manner was your program instigated? More than one may be checked.

_____ A) Private donation
_____ B) Community and student interest
_____ C) Experienced and interested staff members
_____ D) Other, please explain.

2. How long has the program been operating? _____ years.

3. What is the average class size in:
A) Activity class _____
B) Lecture class _____

4. Are your riding classes split according to the skill of the riders? Yes _____. No _____.

If so, what are the divisions?

III. PROGRAM (cont'd)

5. What is the length (in hours per week) of the activity classes?
   _____ A) 1 - 2 hours
   _____ B) 3 - 4 hours
   _____ C) 5 - 8 hours
   _____ D) 9 or more hours

6. Please check which of the following styles of riding are presently offered. Double check your area of primary interest. More than one may be checked.
   _____ A) Balanced or basic seat
   _____ B) Hunt seat
   _____ C) Stock seat
   _____ D) Saddle seat
   _____ E) Other, please explain.

7. Please check which classes are presently offered in your equine education program. More than one may be checked.
   _____ A) Ranch or farm management
   _____ B) Veterinary care class
   _____ C) Farrier class
   _____ D) Training the horse
   _____ E) Equine nutrition
   _____ F) Public relations and promotion of the horse
   _____ G) Judging
   _____ H) Other, please explain.

8. Please check which of the following specific training courses are offered. More than one may be checked.
   _____ A) Dressage
   _____ B) Driving
   _____ C) Cutting and Stock Riding
   _____ D) Trail Riding
   _____ E) 3 and 5 Gaited
   _____ F) Hunter
   _____ G) Jumper
   _____ H) English Pleasure
   _____ I) Western Pleasure
   _____ J) Other

9. Is a special course offered for the physically or mentally handicapped? Yes _____. No _____.

III. PROGRAM (cont'd)

10. Does the riding program have any fund raising programs during the year? Yes _____. No _____.

11. If the answer was "yes" to the last question, check which of the following methods have been used. Please double check the methods which have been most successful.
_____ A) Horse shows
_____ B) Clinics
_____ C) Sale of horse products
_____ D) Sale of horses
_____ E) Other, please explain.

12. Who is responsible for providing liability insurance?
_____ A) University
_____ B) Department
_____ C) Teacher
_____ D) Other

13. Given sufficient funds, are there any courses that you would like to see added to your program?

14. What other changes would you like to see within your present program?

IV. HORSES AND EQUIPMENT

1. Approximately what number of the horses used are:
   _____ A) Privately owned.
   _____ B) School owned.
   _____ C) School leased.
   _____ D) Owned by a public stable.

2. Are horses presently maintained on campus property?
   Yes _____. No _____.

3. If your horses are school owned, how have the majority of them been obtained?
   _____ A) University bred
   _____ B) University purchased
   _____ C) Private donation
   _____ D) Other, please explain.

4. What breed or breeds of horses are used in your riding program and why?

5. What method do you follow in acquiring suitable equipment?
   _____ A) Purchased
   _____ B) Donated
   _____ C) Leased
   _____ D) Other, please explain.

V. PLANT FACILITIES

1. How would you rank the facilities available to your program?
   _____ A) Excellent
   _____ B) Good
   _____ C) Fair
   _____ D) Poor

V. PLANT FACILITIES (cont'd)

2. Please check which of the following facilities are available for your use.

| On Campus | Off Campus | |
|---|---|---|
| _____ | _____ | A) Outdoor ring |
| _____ | _____ | B) Indoor ring |
| _____ | _____ | C) Paddocks |
| _____ | _____ | D) Breeding facilities |
| _____ | _____ | E) Horse show facilities |
| _____ | _____ | F) Indoor stabling |
| _____ | _____ | G) Pasturing |
| _____ | _____ | H) Classrooms |

3. Approximately how many acres of pasture on campus are available for horses? _____

If you have any further comments or suggestions which you feel might be of significance to this study, please include them here. Thank you for your time and interest.

# APPENDIX C

## CURRENT EQUINE EDUCATION PROGRAMS AND RELATED STUDIES AS FOUND IN COLLEGES IN THE UNITED STATES

### DIRECTIONS

Please reply carefully to all questions and statements. All replies will remain confidential and will be reported only as group data. Omit any questions which are not applicable to your program.

If you desire a copy of the results of this study, please check _____.

Name of school _____.

Location _____.

Current student enrollment _____.

I. STAFF

1. Please check in which department or departments you feel the equine education program should be centered.
   _____ A) Physical Education
   _____ B) Recreation
   _____ C) Animal Husbandry
   _____ D) Other, please explain.

2. In order to offer a full well-balanced program, how many instructors (full or part-time) are needed?

   _____ Full-time _____ Part-time

I. STAFF (cont'd)

3. What academic qualifications are necessary in order to teach at your particular institution.

| | B.A. | M.A. | Ph.D. | |
|---|---|---|---|---|
| A) | _____ | _____ | _____ | (Physical Education) |
| B) | _____ | _____ | _____ | (Animal Husbandry) |
| C) | _____ | _____ | _____ | (Recreation) |

D) Other, please explain.

4. What criteria do you feel should be used in hiring the staff in the riding program? More than one may be checked.

_____ A) Teaching experience
_____ B) Riding experience
_____ C) B. A. in Education
_____ D) B. S. in Animal Husbandry
_____ E) M. A. in Education
_____ F) M. S. in Animal Husbandry
_____ G) B. A. in Recreation
_____ H) Other, please explain.

5. Number of staff members holding any of the following:

_____ 1. National Association of Girls and Women in Sport Riding Rating.
_____ 2. American Horse Show Association Steward's License.
_____ 3. American Horse Show Association Judge's License.

5. Do you feel any of the above aid in the teaching program?
Yes _____ No _____

Why?

II. TEACHING PROCEDURES

1. Should specific departmental objectives be outlined for each course? Yes _____. No _____.

II. TEACHING PROCEDURES (cont'd)

2. Which form of grading have you found to be most successful?

| | Activity class | Lecture class |
|---|---|---|
| A) A - Pass - Fail | _____ | _____ |
| B) Pass - fail | _____ | _____ |
| C) Credit - No Credit | _____ | _____ |
| D) Letter Grades - A,B,C,D,Fail | _____ | _____ |
| E) Other, please explain | _____ | _____ |

III. PROGRAM.

1. In what manner was your program instigated? More than one may be checked.
   _____ A) Private donation
   _____ B) Community and student interest
   _____ C) Experienced and interested staff members
   _____ D) Other, please explain.

2. Approximately, how long does it take to get a program successfully in operation? _____ years.
   How long has your program been operating? _____ years.

3. What should be the average class size in:
   A) Activity class _____.
   B) Lecture class _____.

4. Do you feel that riding classes should be split according to skill? Yes _____ No _____

   If so, what should be the divisions?

III. PROGRAM (cont'd)

5. What should be the length (in hours per week) of the activity classes?
   _____ A) 1 - 2 hours
   _____ B) 3 - 4 hours
   _____ C) 5 - 8 hours
   _____ D) 9 or more hours

6. Do you feel it is better to offer one or more than one style of riding? _____ One. _____ More than one.

7. Please check which of the following styles of riding best teaches the beginner. Double check your area of primary interest. More than one may be checked.
   _____ A) Balanced or basic seat
   _____ B) Hunt seat
   _____ C) Stock seat
   _____ D) Saddle seat
   _____ E) Other, please explain.

8. Please check which classes you feel should be part of an equine education program.
   _____ A) Ranch or farm management
   _____ B) Veterinary care class
   _____ C) Farrier class
   _____ D) Training the horse
   _____ E) Equine nutrition
   _____ F) Public relations and promotion of the horse
   _____ G) Judging
   _____ H) Other, please explain.

9. Should a special course be offered for the physically or mentally handicapped student? Yes _____. No _____.

10. Please check which of the following specific training courses should be offered. More than one may be checked.
    _____ A) Dressage
    _____ B) Driving
    _____ C) Cutting and Stock Riding
    _____ D) Trail Riding
    _____ E) 3 and 5 Gaited
    _____ F) Hunter
    _____ G) Jumper
    _____ H) English Pleasure
    _____ I) Western Pleasure
    _____ J) Other

III. PROGRAM (cont'd)

11. Are fund raising programs often a part of the successful riding program? Yes _____. No _____.

12. If the answer was "yes" to the last question, check which of the following methods are used. Please double check which methods are most successful.

_____ A) Horse shows
_____ B) Clinics
_____ C) Sale of horse products
_____ D) Sale of horses
_____ E) Other, please explain.

13. What, do you feel, is adequate liability insurance for a riding program?

14. What are the most common problems when first beginning a riding program?

15. What are the most common problems facing the established equine education programs?

IV. HORSES AND EQUIPMENT

1. Please check which method is most suitable for operating the successful program. More than one may be checked.
   _____ A) Horses privately owned
   _____ B) Horses school owned
   _____ C) Horses school leased
   _____ D) Horses owned by a public stable
   _____ E) Other, please explain.

2. Is it best for horses to be maintained on campus property?
   Yes _____. No _____.

3. If horses are to be school owned, how should a majority of them be obtained?
   _____ A) University bred
   _____ B) University purchased
   _____ C) Private donation
   _____ D) Other, please explain.

4. What breed or breeds do you feel are most suitable to a riding program and why?

5. What have you found to be the best method in acquiring adequate equipment?
   _____ A) Purchase
   _____ B) Donations
   _____ C) Lease
   _____ D) Other, please explain.

V. PLANT FACILITIES

1. How would you rank the facilities available to your program?
   _____ A) Excellent
   _____ B) Good
   _____ C) Fair
   _____ D) Poor

2. Please check which facilities you feel are essential in operating an effective horse program.
   _____ A) Outdoor ring
   _____ B) Indoor ring
   _____ C) Paddocks
   _____ D) Breeding facilities
   _____ E) Horse show facilities
   _____ F) Indoor stabling
   _____ G) Pasturing
   _____ H) Classrooms
   _____ I) Other, please explain.

3. Do you feel pasture space is important to a riding program?
   Yes _____. No _____.

4. If the answer was "yes" to the last question, approximately how many acres are needed? _____ acres.

If you have further comments or suggestions which you feel might be of significance to this study, please include them here. Thank you for your time and interest.

APPENDIX D

May 20, 1977

Dear Colleague,

Approximately four weeks ago you should have received a questionnaire concerned with identifying the current practices and programs related to equine education programs throughout the country. As you may recall, I am conducting this survey as part of my master's program at California State University at Northridge.

I am currently in the process of tabulating the results of the survey and have noted that your questionnaire has not been returned. Please take a few minutes to fill out the enclosed questionnaire and return it by June 6, 1977. A self-addressed, post-paid envelope is also enclosed for your convenience.

I would like to emphasize that your opinion is of great importance to the outcome of my study. Thank you for your cooperation and professional interest in this study.

Sincerely,

Carol Wright Parmenter
Girls Physical Education Department
Ernest Lawrence Junior High School
10100 Variel Avenue
Chatsworth, California 91311

APPENDIX E

JURY OF EXPERTS

Dr. Merrill Hardy

Dr. Eleanor Walsh

Dr. Darrel Guthrie

Mr. Bob Myers

Miss Sue Mayhew

Mrs. Donald Wright

Mrs. Ralph Gesler

# APPENDIX F

## LIST OF UNIVERSITIES

Questionnaire

Area 1 - Northwest

Washington State University
*Olympia Vocational Technical Institution-Washington
**Rogue Community College-Oregon
Oregon State University
Colorado State University
Lamar Community College-Colorado
University of Idaho
Sheridan College-Wyoming
***Northwest Community College-Wyoming
Montana State University

Area 2 - Southwest

*University of Arizona
Arizona State University
****Prescott College-Arizona
Scottsdale Community College-Arizona
Los Angeles Pierce College-California
University of California, Davis
California State Polytechnical, San Luis Obispo
***California State University, Chico
**Fresno State College-California
University of New Mexico
Sam Houston State University-Texas
West Texas State University
***Oklahoma State University
**Eastern Oklahoma State University
Panhandle State College-Oklahoma
Northwestern State College-Oklahoma

Area 3 - Plains

Iowa State University
Kirkwood Community College-Iowa
***University of Missouri
Lindenwood College-Missouri
Kansas State University
Colby Community College-Kansas
***North Dakota State University
South Dakota State University
*Black Hills State University-South Dakota
University of Nebraska

LIST OF UNIVERSITIES

(continued)

University of Minnesota Technical College, Waseca
University of Minnesota Technical College, Crookston

Area 4 - North Central

Findlay College-Ohio
Ohio State University
**Otterbein College-Ohio
Lake Erie College-Ohio
Central Kentucky Vo-Technical School
Murray State University-Kentucky
Morehead State University-Kentucky
Michigan State University
*MacMurray College-Illinois
University of Illinois
**Belleville Area College-Illinois
Purdue University-Indiana
Ball State University-Indiana
University of Wisconsin

Area 5 - South

Northwestern State University-Louisiana
*Louisiana State University
Louisiana Polytechnical Institute
*McNeese State College-Louisiana
**Southeastern Louisiana University
*University of Arkansas
*Arkansas State University
Mississippi State University
***University of Tennessee
Middle Tennessee State University
Auburn University-Alabama
*University of Florida
Santa Fe Community College-Florida
University of Georgia
**Davidson County Community College-North Carolina
****North Carolina State University
Clemson University-South Carolina

Area 6 - Mid Atlantic

Virginia Polytechnical Institute
Hollins College-Virginia
**Virginia Intermont College
*Lord Fairfax Community College-Virginia
Southern Seminary Junior College-Virginia
Randolph-Macoms Womens College-Virginia

LIST OF UNIVERSITIES

(continued)

*Blue Ridge Community College-Virginia
*West Virginia University
Goucher College-Maryland
University of Maryland
University of Delaware
**Delaware Technical and Community College
Bennett College-New York
Cazenovia College-New York
Cornell University-New York
Pennsylvania State University
Centenary College-New Jersey
Rutgers University-New Jersey

Area 7 - New England

University of Maine
University of Massachusetts
****Springfield College-Massachusetts
Mt. Holyoke-Massachusetts
Connecticut College
University of Connecticut
University of Rhode Island
University of New Hampshire

Opinionnaire

University of Kentucky
William Woods College-Missouri
University of Vermont
California State Polytechnic University, Pomona
Texas A and M University
Stephens College-Missouri
Smith College-Massachusetts

LIST OF UNIVERSITIES

(continued)

KEY

* - no program

** - no reply

*** - minimal program

**** - data unavailable

No asterisk indicates data was tabulated in the results.